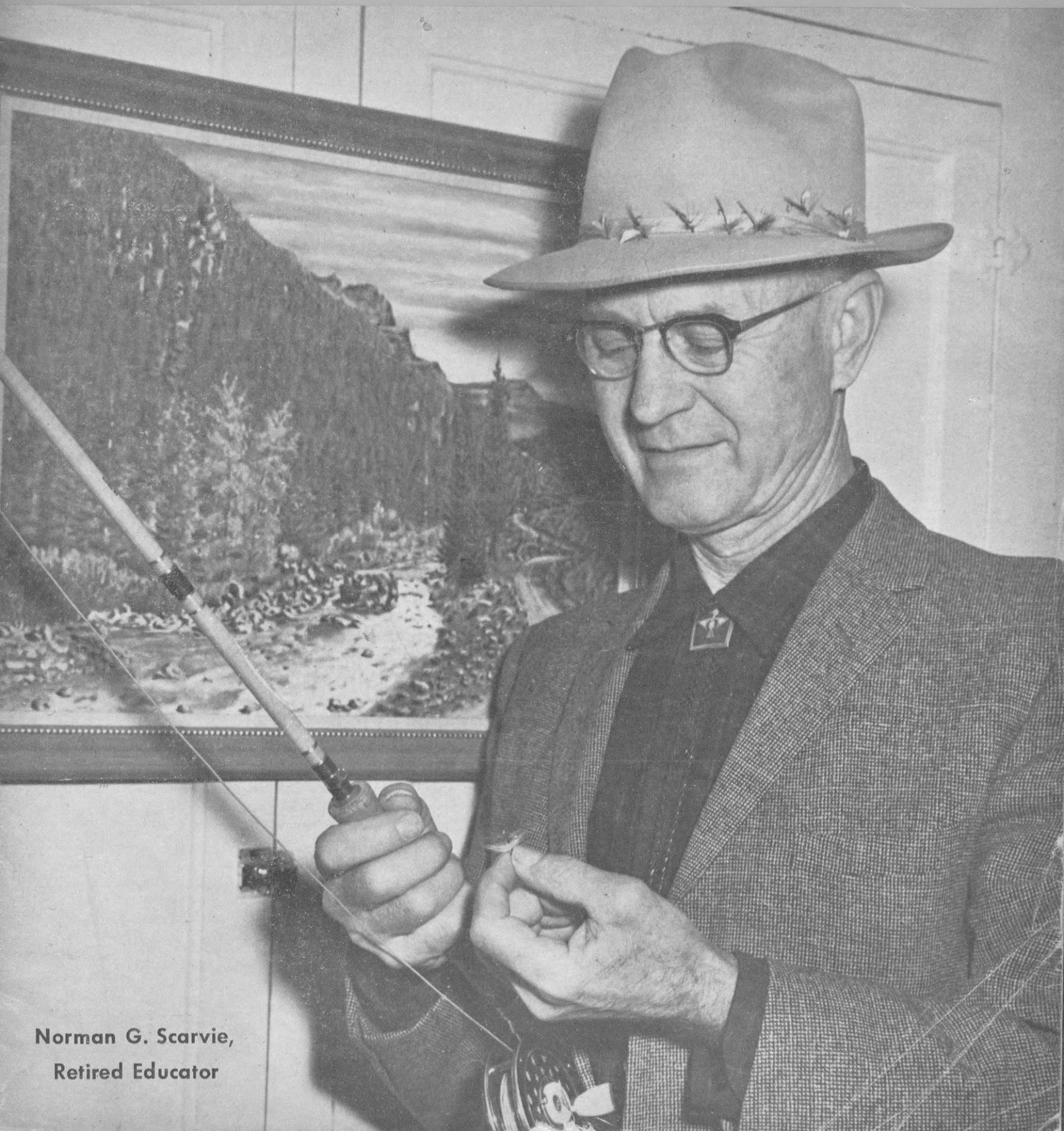


The **DEAF** *American*
THE NATIONAL MAGAZINE FOR ALL THE DEAF

MARCH, 1967

50c Per Copy



Norman G. Scarvie,
Retired Educator

The Editor's Page

Need for Public Relations and Information

Amazing as it may seem, a large segment of the general public know little or nothing about deafness and the deaf—or entertain some outlandish concepts.

We still hear about deaf children being “discovered” in their teens having no formal education due to their families being unaware of available educational facilities.

From another approach—misguided propaganda has a lot of people thinking that speech and lip-reading are magic avenues to “restoration to normalcy.” All too many deaf adults can relate their experiences involving the inevitable question, “Can you read my lips?”

The lay public is usually unaware of the causes and nature of deafness. Astonishment is the rule when people learn that deaf parents can have children with perfectly normal hearing—and that they are perfectly capable of rearing them.

Five years ago we thought we had heard the whopper to top all whoppers when a supposedly-informed judge in a small midwestern city expressed incredulity and indignation that a deaf person possessed a driver's license and, while hearing the case involving a deaf driver, ordered his permit taken up. (State authorities were quick to straighten out the judge and restore the license.)

Just recently another judge in New England came up with a similar misconception, concluding that a deaf person could not possibly hold a driver's license. Quick action on the part of a school superintendent and others saved the day when the judge was supplied statistics and other material showing that deaf drivers have, on the whole, good driving records.

Yes, there is still a crying need for public relations programs on all levels—local, state and national.

National Technical Institute

In the absence of information “straight from the horse's mouth,” we are having to depend upon “news releases” and hearsay for some inkling as to

developments at the National Technical Institute of the Deaf on the campus of Rochester Institute of Technology. We would like to fall back on the “record-and-comments” technique, but as yet we have little or no records to comment about.

To date, the following developments are apparent:

1. The keynote at NTID is to be “maximum integration” with hearing students and regular RIT classes.

2. Hearing and speech facilities are to be stressed.

3. Architects have been selected for at least one building.

4. The NTID dean, other RIT officials and representatives of the architectural firm are in Europe as this is written to inspect “European centers for hearing research and education.”

5. Two hundred deaf students are due to be enrolled in the fall of 1969.

(Note to readers who have asked why we do not print announcements: As a rule, we learn too late about vital matters to publicize them and to enable the deaf to react. For example, THE DEAF AMERICAN received a “news release” about applications for the position of dean of the NTID a scant few days before the deadline for submission to RIT, and there are hints that the decision had been made even before that “news release” was mimeographed.)

National Conference on Education of the Deaf

The National Advisory Committee on Education of the Deaf (appointed by the secretary of Health, Education, and Welfare) has called a national conference on education of the deaf to be held at the Broadmoor Hotel, Colorado Springs, Colorado, April 13-15. While the list of participants is unavailable as we go to press, we understand that NAD President Robert G. Sanderson has been invited, as have some students from Gallaudet College. It is possible that some other deaf individuals will attend in other capacities. We hope to publish the complete list of participants later, along with the major recommendations emerging from this highly-important conference.

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2—THE DEAF AMERICAN

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MARCH, 1967

NATIONAL ASSOCIATION of the DEAF

Robert G. Sanderson, President

Mervin D. Garretson, Secy.-Treas.



N.
A.
D.

President's Message

Colorado Springs, Colo., is the site selected for a national conference on education of the deaf slated for April 12 to 15. Gathering there will be a highly select company of experts in the field of education, education of the deaf and deafness, brought in by the Department of Health, Education, and Welfare in an effort to find ways and means of helping deaf people escape from the slavery of educational deprivation.

The opportunity facing this group is a rare one. There have been, in recent months, numerous workshops and meetings sponsored by the Vocational Rehabilitation Administration. Much new material concerning various facets of deafness has been developed. Proceedings and reports have been published; the literature on deafness has begun to spread throughout the country. Exciting and controversial publications have been placed within reach of everybody who is at all interested. In short, every professional person should by now have extended his knowledge in the field and should bring to the conference more than a superficial understanding of the implications of deafness.

Thus this conference should find people with preparation seldom seen before. The time is auspicious and ripe . . . for what?

For another round of fruitless struggling with a formidable problem? For another "choosing up sides" debate on communication systems and the philosophical differences which merely build barriers to understanding? For another battle of defensive maneuvers, designed to divert attack away from entrenched sacred cows?

This opportunity for creative and positive group thinking is too rare, too valuable to fritter away on non-essentials. It is a time for agonizing reappraisal, a time to face the fact that education of the deaf, by any measurement, has failed miserably. The task we face is to determine why. What part of the system has failed? What "machine on the production line has been turning out defective parts"? At what point may we decide that the system itself is anticipated and needs a complete overhaul? And what can we do about it?

Which is the key question, the real challenge: **What can we do about it?** Will this distinguished company be able to do what all others have been unable to

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do? Or will the participants talk in platitudes, then go home and cheerfully (or sadly?) continue in the old, comfortable, failing ways despite the desperate concern of deaf adults over their inability to meet the competitive educational requirements of today's technological world?

True, virtually all educators are aware of these changed conditions. All have expressed concern; how few have tried to do anything! How many have tried to view objectively the whole field of education of the deaf to determine whether or not its virtually unchanging complexion is adequate for the vastly changed needs of deaf people today? How many have made earnest efforts to overcome the four- or five-year beginning deficit, so that a young deaf person has an 11th or 12th grade education by the age of 17 or 18—or even 20 or 21???

How many administrators and principals encourage their teachers to make innovations, to be creative—even if to do so means that the precious system, the sacrosanct status quo, would be violated? How many administrators quail at the thought of angry parents, having been oversold on one system, now need be told that it has failed to give the promised result? How many principals, in counseling the parents of a new child in school, are honest enough to tell them that the probable result of 15 years of schooling will be a young man or woman with a reading level of about 3.5 and an

achievement level of about 6.0 or less (if he graduates, perhaps a little higher)? The chances will be more than 6 to 5 that the young person will **not** graduate. In other words, more than 50 percent of deaf children will not stay in school long enough to graduate from high school! This is the kind of an educational system that parents probably would neither appreciate nor stand for were they told beforehand. (How many of you readers would send your normally hearing child to a public school that consistently turned out functional illiterates?)

How many factory production managers would tolerate a machine that turned out defective, unsaleable parts—for example, light bulbs that will not light?

The challenge facing the participants in the Colorado meeting is the most serious one in the history of education of the deaf. They have a golden opportunity to do some creative, constructive thinking. I hope that they think wild, think big, think upside down and standing on their heads if it would help, but think freely and break some of the chains of fear and philosophy that have shackled their minds for far too long.

Deaf people need more and better education in the worst sort of way. They are asking their leaders, and the people in the schools, to "do something."

Home Office Notes

February was an especially hectic month. The presence of President Sanderson in the vicinity resulted in covering numerous points concerning NAD business which can be done much better in person than by mail. The Executive Secretary and President spent one day in New York City holding discussions with AT&T on Dataphone-connected teleprinters. The NAD is seeking a way to bring telephone charges for the Dataphones down to where the deaf can afford them. A meeting was also held that day with Herbert Kenney, director of the budget for the National Budget and Consultation Committee of the United Funds of America. Here the NAD is seeking admission to the United Fund program. A report and discussion on this is tentatively scheduled for March and should the NAD be accepted it will start getting support in 1969.

President Sanderson spent two days in Washington at the Home Office and inspected possible sites for the proposed building for the NAD. So far there are two potential places under consideration, one on Massachusetts Avenue, N.E., and the other on Maryland Avenue, N.E. Both are on Capitol Hill. One would cost about \$55,000 and has 3,500 sq. ft. The other about \$65,000 and has 5,020 sq. ft. It

NATIONAL ASSOCIATION of the DEAF

is interesting to note that during this particular week it snowed in New York; then on arrival of the President in Washington it snowed again. And finally as the President and Executive Secretary arrived in Atlanta, Ga., it snowed there, too. President Sanderson spoke at the Georgia School for the Deaf twice, once to the staff and to the pupils. He and the Executive Secretary toured the school facilities and Vocational Rehabilitation Evaluation Center in Cave Spring. On Saturday the President spoke at a banquet of the Georgia Association of the Deaf. The Executive Secretary engaged with the officers of the GAD and representatives of the Georgia Department of Vocational Rehabilitation in discussions regarding a proposed registry of deaf persons in the state including financing and operation. And covered such points as tax exemption, legal requirements and other technical matters.

In the same month, the Home Office completed its application for Vocational Rehabilitation Administration support for an office for the Registry of Interpreters for the Deaf. Fifty copies of this kind of application are needed and the Home Office staff just got under the wire on it. An additional application went in on the language of signs classes and a report was made to the Office of Civil Defense on needs of the deaf in this respect. The final report on the San Francisco RID Workshop was mimeographed and stapled. This ran to approximately 100 pages and took quite some time and help to get it done. The Junior NADers of Gallaudet's Prep department gave invaluable assistance here.

The East Coast Convention Club program is rolling nicely. More and more people are signing up for this great offering which offers members a chance to go to the Las Vegas convention in 1968 at fantastic savings. Under the club plan, a chartered flight will leave D. C. and the cost will include room at the Flamingo Hotel for seven nights for only \$198.00. This is about \$100 less than the air fare alone from most cities on the East Coast. We are exploring the possibilities for West Coasters taking advantage of this for a post-convention vacation in the East while East Coasters might take additional time in the West. It is not known if this can be done but if it can and if there are any people on the West Coast who might be interested in continuing East after the NAD convention, they are urged to contact the Home Office. Probable one-way fare would be \$100, a saving of at least \$30 over regular fares, not to mention the enjoyment of an all-deaf flight to the East. The last chartered flight out of Washington was to Little Rock, Ark., in 1961 and that was one of the most enjoyable trips ever taken from this area. Terms for the Convention Club require that all must be members of the NAD and payments are \$25 down, \$10

Information Needed on Communication Classes

The NAD urgently needs information on manual communication classes now being taught throughout the country in order that it may prepare for a national program that will mean better service and more effective teaching of these classes as well as more publicity and other kinds of technical help. Specifically, we need to know how many classes in manual communication there are in the United States, no matter how or who conducts them. This would include classes sponsored by churches, adult education programs, state or Federal supported classes, even classes taught by individuals on their own. If you know of any classes like this, please let us know immediately. Also we would like to know how much demand there is for these classes. If there have been or are requests for such classes that have not or cannot be met because of lack of teachers or funds we want to know this too. Finally, if you teach such a class, how many students do you have? What kind of people are they, i.e., parents, rehabilitation or social workers, co-workers of deaf people, ministers, doctors, nurses, etc.? This will help us get some useful information. Please do it NOW. We must have this information if better classes are to develop and more assistance is to be made available to all groups that hold these classes. Your help will accomplish this. So remember, don't wait for the other fellow to write us. YOU do it NOW.

per month until paid. This will insure that convention-goers will arrive in Las Vegas with only their food, convention tickets and "Mad Money" left to worry about—a painless way to insure a wonderful time at the famous NAD conventions. So why not join now? Special events planned for this convention will include a golf tournament and a bowling tournament as well as the many attractions of Las Vegas itself.

Appointments. The Executive Secretary had numerous appointments during the month. In particular we were favored with visits from Fred Sparks, superintendent of the Georgia School for the Deaf, who is not only a member of the Order of Georges but one of the biggest NAD supporters we have. Also Judge Sherman Finesilver of Denver, Colo. Judge Finesilver, as most of you know, is our leading driver-training proponent and has traveled the length and breadth of the country seeking to increase the effectiveness of the deaf driver. The Home Office was pleased to be able to add considerable material to his collection of information on deaf drivers. We also cooperated to some extent in the Tri-State Driving Symposium held in D.

C. under sponsorship of the DCAD, MAD and VAD by the District of Columbia Motor Vehicle Bureau on February 20. About 250 people turned out for this but still short of a record.

We also provided the Maryland Association of the Deaf with 175 copies of our "Deaf Driver" pamphlet for distribution to members of the Maryland Legislature. We have also come to the aid of the Virginia Association of the Deaf with regard to its efforts of separating the schools for the deaf and blind. There is a hearing scheduled on this in March at which we expect to be present. Additional assistance went to Texas and as mentioned above, Georgia.

The Christiansen case in California is now being given our attention. Present facts indicate that this deaf couple were denied the right to adopt a hearing child because "they cannot hear or talk." While the request for assistance came rather belatedly, the Home Office wrote to all schools asking for their opinions on the ability of deaf people to raise children and to many children of deaf parents who have achieved more than usual success as adults, and we have also collected articles on successful children. All of these have been forwarded to the Christiansens' lawyer. In addition, the NAD has consulted its own lawyer and is prepared to enter the case. Legal actions, as everyone knows, are expensive and it appears that we have no money in our budget for this matter. While the lack of budgeted funds will not prevent our participation, help is needed. We urgently need contributions to insure that we can take effective legal action and ask your support. The consequences of permitting this decision to stand could be far-reaching. If one can be denied the privilege of adoption because he cannot hear, one **might** be denied the right to keep one's own children for the same reason. Contributions should be payable to the NAD, marked "For the Christiansen Case." All contributions will be acknowledged and any surplus will be put into a special fund for future legal actions.

The Home Office just received a contract from the Vocational Rehabilitation Administration to prepare a national program in the language of signs. This will be a two-day meeting, February 27 and 28, 1967. Director will be the Executive Secretary. Mervin D. Garretson, COSD President and NAD Secretary-Treasurer, will be editor and participants include Barbara Babbini, Father Thomas Cribbin, Roger Falberg, Roy Holcomb, Robert Lauritsen, Rex Lowman, Dr. Thomas Mayes, Malcolm Norwood, Dr. Desmond Phillips, Willard Madsen, Albert Pimentel, Leon Auerbach, Lucille Taylor, Robert Werdig, Joseph Youngs. Also Dr. Boyce Williams, Dr. Deno Reed and Mrs. Edna Adler for the Vocational Rehabilitation Administration.

NATIONAL ASSOCIATION of the DEAF

NBC Program on April 2

NBC's long-awaited program featuring the National Theatre of the Deaf and the use of the language of signs in dramatic presentations is slated for Sunday afternoon, April 2. The program is one of the series of "Experiments in Television."

NATIONAL ASSOCIATION OF THE DEAF Statement of Receipts and Disbursements November 1966

Receipts	
Contributions	\$ 40.00
Advancing Memberships	368.00
Dividends and Interest	182.30
Publications	94.00
Services Rendered	49.50
Captioned Films for the Deaf	1,440.00
Reimbursements	25.00
Total	\$2,198.80

Disbursements	
Officers' Salaries	200.00
Executive Secretary's Salary	840.00
Clerical Salaries	650.00
Payroll Taxes	70.96
Rent	428.00
Postage	32.45
Telephone and Telegrams	8.39
Office Supplies	214.56
Executive Secretary's Expenses	63.08
Committee Expenses	3.95
Cultural Committee Expenses	3.56
Deaf American Support	134.20
Convention Expenses	94.16
Captioned Films	45.92
Electricity	1.55
Other	10.00
Total	\$2,800.78

December 1966 Receipts	
Contributions	\$ 717.00
State Quotas (D.C., partial)	61.50
Affiliation Fees	10.00
Advancing Memberships	331.00
Dividends and Interest	177.10
Publications	14.70
Services Rendered	58.00
Convention Receipts	100.00
Total	\$1,469.30

Disbursements	
Officers' Salaries	200.00
Executive Secretary's Salary	840.00
Clerical Salaries	636.25
Payroll Taxes	70.40
Travel	159.67
Postage	193.89
Telephone and Telegrams	18.16
Office Supplies	70.47
Office Equipment	17.75
Executive Secretary's Expenses	198.53
Committee Expenses	41.00
Public Relations Expenses	261.53
Deaf American Support	108.40
Captioned Films	9.40
Advertising	37.50
Other	8.00
Total	\$2,870.95

Statement of Cash Receipts and Disbursements January 1967

Receipts	
Contributions	\$ 565.00
State Quotas	928.50
Affiliation Fees	7.00
Advancing Memberships	1,045.00
Dividends and Interest	127.50
Publications	9.10
Services Rendered	513.41
Captioned Films	630.00
Convention Receipts	234.84
Total	\$4,060.35

Disbursements	
Officers' Salaries	\$ 200.00
Executive Secretary's Salary	840.00
Clerical Salaries	660.00
Payroll Taxes	83.98
Rent	214.00
Postage	178.44
Telephone & Telegraph	31.26
Printing	115.00
Office Supplies	86.96
Executive Secretary's Expenses	147.16
Public Relations Expense	9.00
Deaf American Support	346.00
Convention Expenses	10.00
Captioned Films	190.14
Advertising	4.00
Dues & Subscriptions	5.00
Electricity	3.10
Total	\$3,124.04

NAD HAWAIIAN HOLIDAY TOUR REPORT

Gross Income	
28 people (deposited and refunded) see attached list	\$ 4,590.50
128 people @ 319.00	41,051.00
69 people @ 119.00 (outer-island tour)	8,211.00
76 people @ 1.75 each (airport bus)	133.00
Total	\$53,985.50

Gross Expenses	
Ruth-e Bennison, tour coordinator, final billing	\$45,949.76
Refunds	4,590.50
Special Events in Hawaii: Hotel Kaimana and transfers	845.00
Chairman's expenses: Itemized expenses attached	409.63
Ruth-e Bennison's additional expenses under mutual agreement (see attached letter)	158.60
Total	\$51,953.49

Net Profit	\$ 2,032.01
Interest earned from Lytton Savings and American Savings from March 16, 1966, to Dec. 30, 1966	308.08
Total Net Profit	\$ 2,340.09
NAD's share	\$1,170.05
CAD's share	\$1,170.04

Refunds	
Mr. and Mrs. Donald McCune	\$ 100.00
Mr. and Mrs. Lambert	100.00
Mrs. Agnes Campbell	100.00
Mrs. Sprinkel	160.00
Mr. and Mrs. August Wriede	20.00
Mrs. Sue Stockton	319.00
Mr. and Mrs. Joseph Velez	100.00
Mr. and Mrs. Leland	138.00
Mrs. Julia Smith	69.00
Mr. and Mrs. Slater	100.00
Mr. John Caplis	15.00
Mr. and Mrs. Matthew	100.00
Mr. and Mrs. Lester Naftaly	876.00
Mr. and Mrs. Leland	876.00
Mr. and Mrs. Weiner	638.00
Mr. and Mrs. Robert Travis	976.00
Mr. and Mrs. Weiner	3.50
Total	\$4,590.50

Chairman's Expenses	
Gazette Press—29.12	\$ 29.12
Bell Letter Press—12.74, 2.60, 68.45	83.79
Mimeograph Service—2.65, 3.90	6.55
Deaf American (ads)—56.25, 17.00	73.25
J. Barlow (adding machine rental)	15.00
Telegrams—1.44, 53.23, 2.16 including \$50.00 donation to Reston's family	56.83
Phone Calls	16.00
Bridge tolls, day's pay, gas, veroxes, parking, misc.	55.00
Deaf American year-subscriptions to Joe Balog, Jim Thibodeaux, and Ruth-e Bennison	12.00
Postage—5.00, 1.74, 95c, 40c, 10.00, 5.00, 14.00, 10.00, 10.00	57.09
Envelopes and paper	5.00
Total expenses	\$409.63

The San Francisco NAD Convention Committee Treasurer's Final Report July 1966

Income	
Advance Loan from the California Assn. of the Deaf	\$ 200.00
Socials and Contributions	2,081.38
Program Book Advertising Sales	1,679.20
Boosters for Program Book	618.75
Registration Fees (1241 at \$2.00)	2,482.00
Pre-registration, Combination and at Table Ticket Sales	22,376.41
Banking Service Deposits:	
CAD Cash (Nuernberger)	900.00
NAD Cash (Schreiber)	900.00
Hawaii Tour	1,330.00
CAD Dues	45.50
Pease's NAD Dues	20.00
Total	\$32,633.24

Expenses	
Repayment of CAD Loan	\$ 200.00
Publicity	1,089.01
Registration Refunds	1,236.75
Registration Fees Forwarded:	
To NAD	1,241.00
To CAD	1,241.00

Souvenir Program Printing Expenses	1,664.26
Registration Entertainment Expenses:	
Reception	788.88
Bimbo's	4,336.86
Picnic	3,096.00
Banquet	4,443.84
Barbary Coast Night	1,076.43
Grand Ball	598.00
San Francisco Tour	345.00
Deposited with NAD Home Office	
August Check	4,601.99
Final Check (Includes Dillon's \$2.00)	234.84
Banking Services for Cash Received:	
To NAD	900.00
To CAD	900.00
Hawaii Tour	1,330.00
CAD Dues	45.00
Pease's NAD Dues	20.00
Salaries:	
Interpreters	135.00
Singleton's Time Lost from Employment	150.00
Rasmus' Time Lost from Employment	150.00
Registration Clerks	232.20
Movie Projectionist	22.25
Committee Expenses:	
Hotel Rooms for Convention Committee Members	1,058.06
Picnic Loss	61.45
Sanderson's Air Fares—	
from San Fernando	22.86
from Salt Lake City	81.70
Schreiber's Air Fare	274.50
Veneto's	301.29
Movie Treat for Committee	75.00
Total of Committee Expenses from April 1965 to December 1966	679.57
Total	\$32,633.24

Final Breakdown			
Deposited with NAD			\$4,601.99
Final Check			234.84
			\$4,836.83
Balance divided as follows:			
	to NAD	to CAD	Total
Net Profits	\$2,418.43	\$2,418.40	\$4,836.83
Registration	1,241.00	1,241.00	2,482.00
	\$3,659.43	\$3,659.40	\$7,318.83

Respectfully submitted,
George Attleweed,
Treasurer
The SF NAD Convention Committee
Report completed February 5, 1967, with an audit by Byron B. Burnes, and Harry M. Jacobs.

Texas Association to Hold 1967 Convention in Austin

Commodore Perry Hotel in Austin is headquarters for the 24th biennial convention of the Texas Association of the Deaf, June 16-18, 1967. General chairman of the convention committee is Julius P. Seeger, 3001 Oak Park Drive, Austin.

Convention entertainment includes Friday evening at Fiesta Gardens with a buffet, ski, show, boat ride and visit to a Mexican market; a banquet and dance Saturday evening at the hotel; and a barbecue beef dinner on the Texas School for the Deaf campus Sunday noon.

Naval Avionics Facility Sponsors Math Course

Seven deaf employees of the U.S. Naval Avionics Facility at Indianapolis, Ind., recently completed a general mathematics course under the Tuition Refund Program administered by the Employee Development Division. By completing the 13-week course with passing grades, the employees were eligible for tuition refunds. Course instructor was Norman Brown, teacher of high school mathematics at Indiana School for the Deaf.



Junior National Association of the Deaf

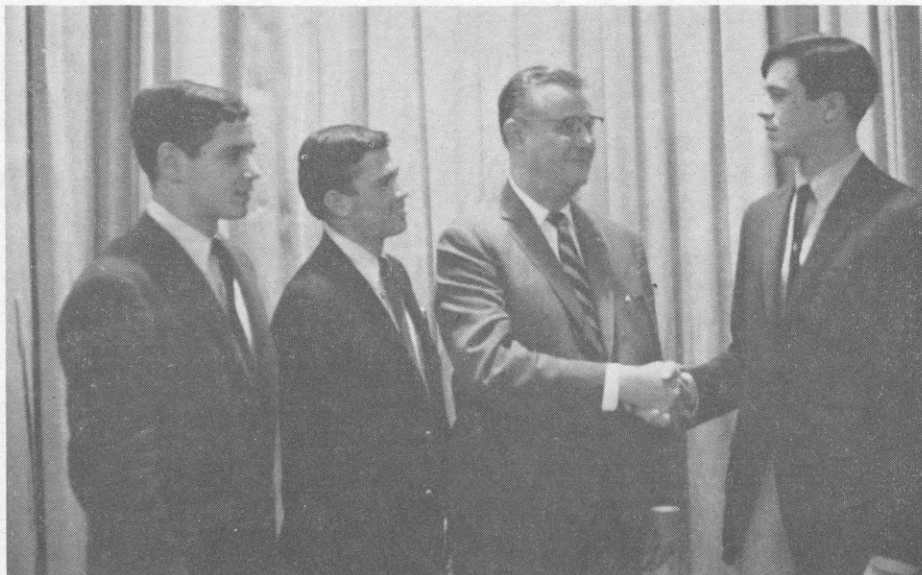
PROMOTING THE TOMORROW OF ALL THE DEAF
BY WORKING WITH THE DEAF YOUTH OF TODAY

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FANWOOD—Dr. Roy M. Stelle, superintendent of the New York School for the Deaf at White Plains, extends congratulations to newly-elected Junior NAD Chapter President Robert Watts, right, as Secretary-Treasurer Steven Giusino and Vice President Scott Sigoda, left to right, beam approval. Dr. Stelle later presented Scott with a handsome traveling gift as he prepared to depart for Europe and competition at the Sixth International Winter Games for the Deaf at Berchtesgaden, West Germany.

Where The Action Is...

Overcoming problems posed by beginning in the middle of the school year is **Fanwood** which recently organized a Junior NAD chapter with more than 70 members. Serving as sponsors are: Messrs. Robert Davila, Andrew Vasnich, John Cleary, and Taras Denis . . . **Arizona's** Nancy Leon has thought up a clever fund-raising idea: A student-faculty volleyball game in the dark with a ball that glows! . . . Under the direction of Mr. and Mrs. Robert Johnson, the **Missouri** chapter is preparing the March issue of the **Junior Deaf American**. Featured in the issue will be the First Annual Junior NAD All-American Basketball Team, as well as a guest editorial by Dr. Ray Jones of the San Fernando Valley Leadership Training Program.

New Mexico chapter assumed responsibility of the January-February issue of the **Junior Deaf American**. Contributors include a guest editorial by Frank Sullivan of National Fraternal Society of the Deaf and an article endorsing the Jr.

NAD program written by J. Jay Farman, superintendent of the New York school in **Rome**.

1st Annual Junior NAD All-American Football Selections

Announcement is now being made of the selections for the Junior NAD All-American Football Team composed of outstanding athletes from all over the United States.

John Kubis, former Gallaudet College coach, selected the following players from a long list of nominees with the assistance of some one hundred students at the college who are familiar with the abilities of the players.

Position	Player	School	Age	Height	Weight
Left End	Wayne Miller	Louisiana	17	6-5	185
Left Tackle	Donald Gilliland	Kentucky	19	5-10	180
Left Guard	Larry Swinney	North Carolina	19	6-0	190
Center	Monte Hoover	West Virginia	18	5-11	210
Right Guard	Doug Woods	Tennessee	19	5-6	185
Right Tackle	Tom Callaghan	Northampton (high school)	18	6-1	210
Right End	Ken Pedersen	Berkeley	18	6-0	160
Quarterback	Ken Eurek	Nebraska	16	6-0	160
Left Halfback	Joe Lecesse	New York	18	5-9	160
Right Halfback	Allen Snare	Pennsylvania	19	5-11	190
Fullback	Clifton Banks	Kentucky	18	5-9	180

Honorable mention: Dick Townsend, Michigan; Herman Buckman, Florida; Tommy Donnelly, North Carolina; Greg Wilson, Riverside; Earl Klinger, Pennsylvania; Lewis Evans, West Virginia; Doug Schnoor, Nebraska; Roy Ponciano, Berkeley; Wallace Hughes, Tennessee; Lemuel Watson, Kentucky; Frank Patton, Tennessee; Larry Apolinar, Berkeley; James Duncan, Indiana; and Robert Watts, New York.

One can just wonder what it would be like to see members of the All-American team brought together for a spectacular game!

Junior NAD Pacesetters . . .

Deserving very special recognition are three outstanding athletes, two of whom have been singled out for their playing prowess on the football field. Named as the first recipient of the Jr. NAD T. C. Lewellyn Award for the most outstanding lineman is Lawrence Swinney of **North Carolina** School for the Deaf.

Clifton Banks of **Kentucky** was picked for the Frederick J. Neesam Award for the most outstanding back. Ironically enough, Clifton and Larry met on the Kentucky School playing field under impossible conditions. With the turf covered by several inches of water, and with rain and snow falling during the game, Kentucky squeaked through by winning, 6-0, on a lone touchdown made by Clifton!

On the ski scene is Scott Sigoda, charter member of the **Fanwood** chapter and its vice president as well. On the eve of his departure for the Sixth International Winter Games for the Deaf in Berchtesgaden, West Germany, Scott was feted by a pep rally held in his honor. Full of determination, he knows that good things happen to those who **work** for it. Among his boosters: sister Diane, a cheerleader and Junior Nader, too!

**"The Junior NAD Is The Training Ground
For Tomorrow's Leaders"**

The Magic Of A Penny Postal Card

By EUGENE W. PETERSEN

Young Norman Scarvie read the penny postal card for the tenth time. It was from Dr. J. Schuyler Long, principal of the Iowa School for the Deaf. Its message was cryptic: an invitation to come and prepare for Gallaudet College.

"Gallaudet?" Norman turned the strange name over in his mind. He had never heard of such a school; the postal card gave no clue to its nature or location. But, then, he had never even heard of the Iowa School for the Deaf until a few weeks earlier when a brother remarked that a friend told him he had seen the name in a state-published book. None of the Scarvies' neighbors in that rough backwoods country had heard of it either, but Norman's widowed mother thought he ought to investigate. Uncertain about procedure, Norman asked the county superintendent, the family minister and a prominent member of his late father's congregation to write letters of introduction and recommendation. The letters embarrassed Norman (being too rosy), but he sent them on.

In this day of rapid transportation and easy communication, it is hard to believe there was a time when a young man could live out in the horse-era country and never know that there were other young deaf people in the state and a special school for them. But that's the way it was in 1921 in the rural Norwegian community in northeastern Iowa where Norman grew up.

Norman was reared on a farm, the son of a minister with a family of eight children, spending the first year of his life in a small log cabin which still stands. He learned to speak, read and write Norwegian fluently, as all those he knew did in those days, was baptized and confirmed in this language, and after years of profound deafness still maintains his linguistic abilities. The family had strong musical inclinations and as his contribution he played the violin from the age of six or seven until descending deafness closed his ears to sounds, musical or otherwise.

Love for the outdoors came naturally in this environment. As a boy, Norman explored every hill and ravine, every stream and wood for miles around. When he was 12, he solicited magazine subscriptions over a 10-mile radius, traveling on horseback and earning a bonus for getting 100 subscriptions. The payoff was \$75—a princely sum in those days. Norman used part of his prize for a 10-lesson correspondence course in taxidermy and without any other help learned to mount birds and animals, doing such work for several years.

In his second year in the preparatory (high school) department at Luther Col-



MOUNTED SPECIMENS—At the age of 13, Norman G. Scarvie was mounting birds and animals, an accomplishment developed through taking a correspondence course. His diploma, received at the end of the course, is dated Feb. 26, 1915.

lege in nearby Decorah, he was urged to join the college Turnverein (gymnastics) squad and became the only prep student in the school's history to perform in competitive events with the college team although he was ineligible for an athletic letter. He also played violin in the orchestra and French horn in the concert band. Those were happy days, even with a war going on in distant Europe.

Then in 1918, his father died. Norman had to leave school and to add to his despondency, he discovered his hearing was fading.

He spent one summer after his father's untimely death as a carpenter and one summer as a hired man on a farm where 17 cows were milked by hand morning and night. It was an era of 10 hours or more of work a day. The third and fourth summers he was so downcast by his slow but relentless loss of hearing

that he passed most of his time in the deep, dark woods digging ginseng and golden seal roots, carrying his tent and a grubstake on his back. Each of the three winters of those dreary years he trapped fur-bearing animals, walking from before sunrise to after sunset, day after day, even in 25-below zero weather when only foxes, wolves, weasels and an occasional mink were on the move. Those were lean, lonely years; the only bright spot was pitching for the local baseball team on summer Sunday afternoons.

Deafness comes harder to teen-agers and adults than to children and those who are born deaf never know the agony of silence. For one who loves music, there is no substitute. (The touted "feeling of vibrations" or hearing-world theorists is based on wishful thinking, not experience.)

By nature shy and retiring even when he had normal hearing. Norman was ill at ease with the infrequent visitors to the parsonage. As his hearing declined, his shyness increased. Finding that people were embarrassed when they had to shout to make him understand, Norman avoided people. He began to think of himself as the "cursed son of a servant of God," and could see no alternate to the solitary life, even though he realized it was making him a social outcast.

At that time, in the fall of 1921, he had a trunk packed with traps and camping gear and was planning to leave in October for a winter of trapping in northern Minnesota, but as he read Dr. Long's postal card, his father's admonition came to mind: "You won't go far in this world, Norman, with skunks."

OUR COVER PICTURE

Norman G. Scarvie is shown inspecting his fly rod fishing outfit. The landscape in the background (an oil painting by Norm) is a view of a section of the swift-flowing Gallatin River in Montana. The large boulder in the stream is a landmark which some of THE DEAF AMERICAN readers may have seen. The picture was taken by Robert Mullin, professional deaf photographer of Omaha, Nebr. Mr. Mullin has operated a private photography business all his working life and at the age of 77 is still very busy.



The first football squad at the Iowa School in 1921, with Dr. J. Schuyler Long, principal (Coach Francis Jacobson absent). The dinky shoulder pads were makeshifts devised in the shoe shop. Only one player (Captain George Hagen) had a helmet. The rest wore woolen knit stocking caps through the season. Seated, left to right: Ray Anderson, Morris Fahr (deceased), Hagen, Elmer Hanson, Palmer Lee, Harold Busing. Second row: Floyd Dowell, Bernard Gulstorf, Gerald Osborne, Norm, Rudolph Kaplan (deceased), Hubert Thompson, Dr. Long. Third row: Efford Johnson, Leonard Lau, Jacob Oordt, Owen Study. After beating the local city high school team, the sweetest job was tying the powerful, long-experienced Nebraska School team, 13-13!

It didn't take long to pack his meager wardrobe of "good" clothes and Norman was soon on the train headed for Council Bluffs and a new life.

Arriving at the school in October, a month late, Norman found a warm but bewildering welcome. He gawked at the students animatedly talking with their hands. He had never met another deaf person and the discovery that there were such people and that they could communicate so easily with one another opened fascinating vistas. From then on his life was to be different, yet more normal than it had been for years, because he had found the companionship of fellow deaf people and it was eventually to develop into a satisfying career helping deaf children get a good start in life, Norman's special field of activity for 38 years.

Although he arrived late, Norman's wiry backwoods physique won him a place on the school's first football team. He has always been proud to have been one of the fighting boys of 1921 who put the school on the victory trail. There was no financial aid for the team and the players were far from properly outfitted, but guts and determination offset the lack of equipment.

Under the kindly guidance of Dr. Long and his staff, Norman quickly adjusted to life in a residential school for the deaf and eagerly augmented his oral skills with the language of signs. One year later he was studying at Gallaudet College.

Scarvie's Gallaudet career was a do-it-yourself deal. He worked as a waiter four and a half years at \$10 a month. The job included working on Sunday afternoon. Each year the students took a one-week spring vacation at Great Falls, Va., but Norman never went, using the time to do odd jobs provided through the kindness of President Percival Hall.

In spite of having to work his way through college, Norman managed a full share of extracurricular activities. He won several prizes for **Buff and Blue** contributions and went on to become sports editor, associate editor and editor-in-chief. He joined Kappa Gamma Fraternity and held several offices. A severe back injury kept Norman out of sports for two years, but he came back to play football and was captain in 1926, as well as basketball and baseball the remaining three years. He even found time to start a Turnverein unit among non-basketball players in his senior year.

On the academic side, Scarvie learned to read, speak and write German in his spare time, won the prize for the most improvement in the use of the language

of signs in his freshman year, received the Top-Junior prize and was valedictorian for the Class of 1927.

As graduation neared, Dave Peikoff, an undergraduate student who taught him how to operate a Linotype from scratch and Prof. Frank B. Smith, the printing instructor, urged him to take up printing as a union journeyman. But Scarvie chose to return to his state school to help educate other deaf youngsters, a decision he has never regretted even though it involved considerable financial sacrifice and hardship.

One reason Norm never regretted his decision involved Agnes Oliver, a young lady with a childhood rural background who had entered the Iowa School in her teens. Providentially, her class, which was to have graduated in 1929, was kept on for three more years when Dr. Long and Superintendent O. L. McIntyre launched a plan to give the Iowa School a fully accredited high school department.

Agnes had her eye on Gallaudet, but Norm persuaded her to enroll in "Scarvie University" instead.

Through the years Agnes has always been willing to join Norm in his many activities, fishing, hunting ("as Norm's bird dog") and the never-ending chores on the farm. She helped him put up thousands of bales of hay and loved to go along and husk corn, sending the ears flying against the bangboard of the horse-drawn wagon in a "duel" with Norm. Her favorite, and very frequent, remark was, and still is, "Isn't it just beautiful out here?"

Agnes was employed during World War II in a local radio factory to prove that deaf people could do such exacting work. As a result, other deaf women obtained jobs there. In 1943 she took up teaching at the Iowa School for the Deaf and is still there.

The Scarvies have two children, Norma Jean, now Mrs. Walter Coles, and a son,



Although two men usually served as waiters in the men's dining hall in Norm's days at Gallaudet College, a special crew was formed to serve visiting superintendents of state schools for the deaf, during the 1926-27 year. Catering to these dignitaries were, front row, left to right: Thomas Peterson (Nebr.), Albert Rose (Mo.), Isadore Hurowitz (Va.), Anthony Hajna (Conn.), Walter Krug (Calif.), Gerald Klein (Minn.), Henry Holter (N. D.), David Peikoff (Canada), Casper Jacobson (Wash.), Norm, John Deady (Conn.), Carl Hiken (Mo.), David Mudgett (Ill.).



The Scarvies at the Decorah homeplace at Christmas time 1931 with their new Model A Ford. At the time the recently-wed couple did not suspect that it would be 30 long years of used car dealings before they would get their next all-new car, a 1961 Oldsmobile.

Oliver. Norma Jean is now teaching at the school for the deaf and Oliver is a hospital representative for Pfizer Drug Co. They have rewarded Norm and Agnes with seven grandchildren.

Throughout the greater part of his teaching career, Scarvie farmed between 60 and 100 acres, doing it the hard way with horses until 1950 when he got a small tractor. (First thing he did was crash it through a board fence!) For 20 years he was up at 5 a.m. to do chores and worked till every hour of the night. He fed up to 80 head of beef cattle at a time, raising all except supplemental feed, and grinding all the corn. He also raised 100-125 pigs from his own sows for 10 years.

The toughest part was getting up early to feed the cattle in the dark of winter when lashing winds, flying snow and below-zero weather made all outdoor work hazardous. After his farm chores were finished, Scarvie would put in a full day at the school. For a few years he got up extra early in November to cram in a half hour, tending a few traps by flashlight in a nearby creek, getting six to eight mink a year to augment the family income. The best price he ever received for a mink skin was \$38 for a dark male, but the average was around \$25.

Why did he do it? Simply because his heart was in teaching but his salary at the Iowa School was so low (as was the income of all his colleagues) that outside work was an absolute necessity. In recent years salaries have shot up, but in many cases the increases came too late, after teachers had run their last lap for the state.

Salaries were not only niggardly in those days, facilities were as poor. As vocational principal at the Iowa School, Scarvie had to contend with shops scattered in the basement of the main floor of the

dormitory building. These basement rooms, besides being connected by long, narrow meandering halls, were damp, naturally gloomy and poorly ventilated. As Dr. Tom L. Anderson, the school's former vocational principal and one of Scarvie's guiding lights, put it, "We've been stuffed in this dark, damp cellar so long we've got eyes on our bodies like potatoes!"

Scarvie succeeded Dr. Anderson as vocational principal at the Iowa School, one of two graduates who came back to become principals. The first was Dr. Long, who headed the academic division and was, in fact, in charge of all education from the early 1900s until 1933. During his tenure at the Iowa School, Scarvie was fortunate to be able to plan the construction of a new vocational building, with the help of ideas from his staff. The move to the modern facility in 1951 capped a sweeping change in vocational training initiated by Dr. Anderson.

Prior to 1920, the shops were in charge of foremen whose only training lay in the skills they had attained at their trade. Classes were held only in the afternoons and Saturday mornings, so the shops were either empty or jam-packed. Foremen did not hesitate to smoke while students were in the shops. In 1921, Dr. Anderson took over the school's vocational program. He immediately ended the foreman system, brought in qualified vocational teachers and better equipment. By the time he left in 1942 to accept a new position in Texas, he had a top-flight vocational program going at the school in spite of still-inadequate facilities. His philosophies made a lasting impression on Scarvie.

Another teacher who influenced Scarvie was Gallaudet Professor Ted Hughes, whose remarkably clear, forceful finger-spelling and signs enabled the newcomer from Iowa to grasp rapidly the beauty,

power and utility of this means of communication. Norman finds that one of the few things that can "touch the heart strings" with a feeling akin to music are dramatic renditions in the language of signs, delivered by artists in this effective medium for transferring feelings silently from heart to heart.

Outside the academic circles, Norman's greatest benefactor and inspiration was Emmett Estes, an "uneducated" but successful farmer. Estes had no great command of the King's English, but he had that decisive factor in a man who really has intelligence—the ability to make important decisions promptly and carry them through.

Estes sized up Scarvie and without hesitation started him in the cattle feeding business with 40 steers and expert advice, but no signing of papers, down payment or interest charges.

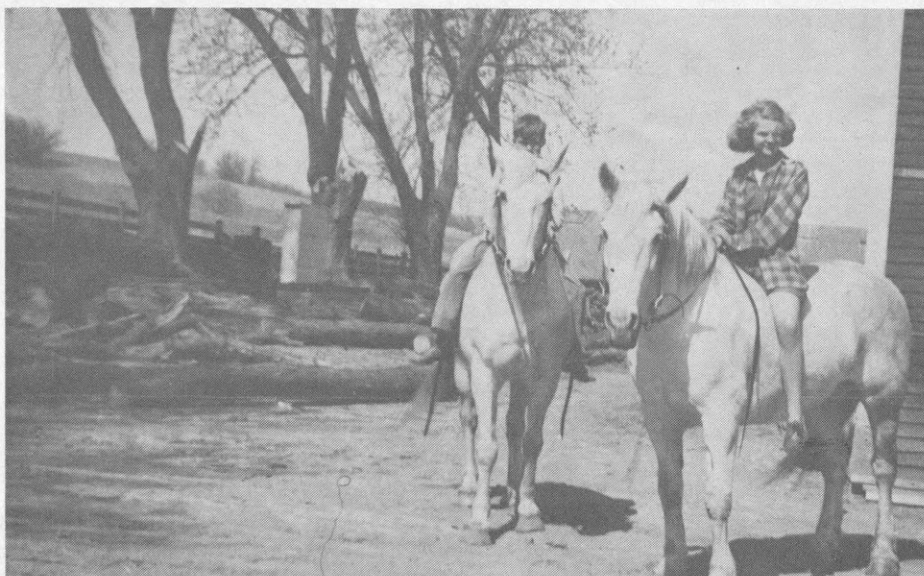
When the feeder cattle had been sold and Scarvie promptly paid him off, Emmett wasn't as happy as when he was helping Norm get started. His untimely death in an automobile accident hit Norm and Agnes hard.

Throughout his teaching career, Norman Scarvie developed the philosophy that human nature is a very stable ingredient and that, as a result, no quick and easy progress can be expected in the business of teaching a child. There are certain basic truths and fundamentals that must be stressed in education: honesty, dependability, willingness, adaptiveness, cheerfulness, cooperation; with these attributes the great majority of deaf people can make their way through life without too much trouble. But these are lessons that cannot be taught in the classroom, alone.

Scarvie, remembering well the compassion and inspiration of his own benefactors, always took a personal interest in



A group of pheasant hunters in the early 1930s on the farm of Mr. Coffman, a deaf landowner in northwest Iowa. All set for the day afield are, left to right: Norm, two unidentified farmers. Arthur S. Myklebust, teacher at the Iowa School now superintendent of the South Dakota School, Tom L. Anderson, editor and vocational principal at the Iowa School who passed away a few months ago, Byron B. Burnes, teacher at the South Dakota School. In later years both Dr. Anderson and Dr. Burnes served the National Association of the Deaf as presidents.



Son Oliver and daughter Norma Jean Scarvie on Prince and Frank. Although they were 27 years old when purchased, these two horses were very alert and fast movers for five years more. As to the logs on the ground, they were all cut up with a hand cross-cut saw and the chunks split up for stovewood. Norm supplied the kitchen range with wood this way from 1945 to 1960, when liquid propane gas took over, ending the warm, homey hospitality that only a wood-burning stove can supply.



The Scarvies' daughter Norma Jean and her husband, Walter Cole, are shown with Norman and Agnes at the surprise 25th wedding anniversary party given in their honor at a downtown hall in June 1957.

his pupils, going far beyond the call of duty to teach, by example, the lessons not found in books.

A sports enthusiast, he attended every athletic game he possibly could, until recent years. With other teachers, he hauled the players to out-of-town games in their private cars. Fortunately, no accident befell these eager but (in retrospect) foolhardy drivers in all the years that found them taking teams to other states such as Missouri, Illinois, Minnesota and Nebraska. The adoption of buses eventually ended that era of carefree expeditions.

Scarvie also found time to edit the **Iowa Hawkeye**, was a member of the literary society faculty committee until the school dropped this venerable organization and took his turn at giving talks to the student body at daily assemblies, an-

other tradition which has fallen by the way. He sponsored the Class of 1951, which initiated the sale of pop, candy and other things to finance a trip to New York City and points east. This student-managed activity was such a dazzling success the school administration appropriated the business for itself after the trip.

Another of Scarvie's innovations let a student staff of editors and reporters take over the **Hawkeye**. For two and a half years the staff met at least weekly under the leadership of a student editor-in-chief to do its writing chores and planning. Also, while the school maintained a student council for boys, he was faculty sponsor for this home-rule experiment. He taught a class in agriculture and in 1941 the boys went out in the woods 20 miles south of school, dug out young wild trees and transplanted them on the campus—a hundred or so in all. By now many of these native transplants are impressive testimonials to the energy and foresight of these boys and their leader.

In 1964, the Scarvies decided the time had come to take it easier. They called in a surveyor who laid out the start of a subdivision on the far end of their farm, which is about 1½ miles from Council Bluffs. With the help of a realtor, 13 of the first 25 building lots have been sold, with five homes already erected. The success of this venture was a factor in Norm's decision to retire from teaching in 1965.

Even in retirement, Scarvie's influence is felt. About five years ago, Mrs. Hazel McLaughlin, the school's art instructor, persuaded Scarvie to join a class of boys whose enthusiasm was spinning off in the wrong direction. The new experience with canvas, brush, oils, "light and dark," "far and near" and such incidentals connected with painting struck a most responsive chord in the surprised



NORM AT HOME—The picture at the left shows Norman G. Scarvie checking some cattle at a feed bunk with a hog in front and one behind him. The other picture taken in the Scarvie kitchen shows, left to right, Mrs. Sandy Raines, the Scarvies' daughter, Mrs. Norma Jean Cole, and Norm at one of their Tuesday evening get-togethers to do oil painting. On the back wall is a 4' by 8' oil painting done by Norm on the plaster surface. Also in the picture is one of his framed mountain scenes. Mrs. Raines is a teacher at the Iowa School, and Mrs. Cole is "non-deaf."



Norman G. Scarvie congratulates son Ollie, home from Colorado State University, for his good record.

man and his enthusiasm had a contagious effect on the laggard boys. Since then, he has painted many still lifes, landscapes and even tried portraits.

He also is a testimonial to his belief in physical fitness. "There is one basic fundamental to all sports, which, if not kept in condition, makes top performance impossible. This thing is strong legs," Scarvie preaches, looking askance at the easy life boys tend to lead today. And he practices what he preaches. He continues gunning afield, casts an expert trout fly and even continues to trap a bit. At the age of 55, he took up bowling and five years ago took second in the Midwest Bowling Association Tourney in Des Moines. He placed second in the 1964 deaf bowling tourney in Omaha and took home the championship trophy the next year. He placed fourth in the Council Bluffs tourney in 1966.

"Life is a struggle," says Scarvie, "and this is good. Struggle calls for wits as well as brawn and patience. The occasional successes that come up are sweet. They are sweet in the feeling that they were won by taking up the struggle and overcoming the odds."

And Agnes, his greatest inspiration through bad times and good, agrees warmly: "Life has been good to us."

It isn't too early to make your plans to attend the next

NAD CONVENTION

Las Vegas, Nevada

JUNE 17-22, 1968

CHAFF From the Threshing Floor

By George Propp

Gallaudet College—Dr. D. Wilson Hess, professor of psychology, has been named dean of the college's Graduate School. He succeeds Dr. Robert Frisina who will head the NTID . . . The Gallaudet library has arranged to exchange books in the field of the education of the deaf with the Ushinsky State Library in Moscow. The Russian language instructor at Gallaudet will do the translations. The exchange was arranged by Lucille Pendell and Powrie V. Doctor . . . Among the speakers at Gallaudet recently were: three secretaries of the Soviet Embassy, Myrl E. Alexander, director of the U. S. Bureau of Prisons (have the college kids been pilfering the cafeteria silverware?), and Herbert R. Kohl, author of the provocative pamphlet, "Language and the Education of the Deaf." . . . Chapel Hall on last November 18 became a national landmark.

The National Conference on the Education of the Deaf, one of the recommendations of the Babbidge Committee, will be held at Colorado Springs on April 12-15. Dr. S. Richard Silverman, director of the Central Institute for the Deaf, is chairman of the planning committee.—*The News* (Maine)

In speaking of the **\$59,000 grant** for enlarging the language of signs Edward Scouten in the Louisiana **Pelican** says: "As for inventing more signs, one may ask to what extent will such newly invented signs enhance the English vocabulary and practice in English syntax so sorely needed by Gallaudet's prelingual deaf students." Sort of like fitting orthopedic shoes on a patient that has no feet—is that what you mean, Ed?

Symposium—More than 100 administrators in the education of the deaf will converge in Lincoln, Neb., on April 10-12 for the 1967 Symposium on Research and Utilization of Educational Media for Teaching the Deaf. Jointly involved in sponsoring the symposium are the Midwest Regional Media Center for the Deaf, the University of Nebraska and Captioned Films for the Deaf. Director is Dr. Robert E. Stepp of the Midwest Center. Symposium guests this year will find two innovations in Lincoln. One is jet air service and the other is liquor by the drink. At this time it is questionable as to whether the former is fast enough to permit time for the latter. Theme of the '67 Symposium is media facilities.

Wish I had thought of that—Twelve students at the California School for the Deaf in Berkeley have formed an International Dining Club. Each month the kids get together and cook a dinner of foreign cuisine. In November, for example, they served a French menu with French decor followed by documentary films on France. How's that for making education palatable?

Yea! LSD!—Dr. Hugo Schunhoff, superintendent of the California School for the Deaf in Berkeley, has a unique administrative problem. People who have visited the CSDB campus will vividly recall the huge sign that overlooks the campus with large orange "CSD" letters. "Psychodelics" from the Berkeley campus of the University of California have repeatedly painted out the "C" and replaced it with an "L". Maintenance crews of CSDR have patiently repaired the vandalism again and again, but patience is wearing thin. Will Dr. Schunhoff yield to the "acidheads" and take the sign down, or will CSD eventually emerge victorious over LSD?

Happy Birthday—The Kansas School for the Deaf is celebrating its centennial year. March 1 is Nebraska's 100th birthday. The AAAD Tournament in Omaha is an official centennial event. The American School for the Deaf will be 150 years old in April.

Editors live in glass houses—The **Wisconsin Times** let this one slip by: "If you have moved—or passed away, please let the **Wisconsin Times** know your new address." Marvin Marshall, eagle-eyed editor of the **Minnesota Companion** enjoyed a good chortle, but a couple pages later he, too, went down on a typographical banana peel. Dr. Quigley, said the **Companion**, received a 20-year service award "posthumously." The last we heard of Dr. Quigley, he was very much alive. (Sorry, Marv. Chaff doesn't believe in knocking people, but we almost never pass up an opportunity to toughen up the hide of an editor. By keeping your eye on this column, you'll sooner or later be able to return the favor.)

Deaf parents—We have heard time and time again that deaf children of deaf parents are better school achievers than deaf children of hearing parents. Here is some evidence that deaf parents certainly aren't a calamity for hearing children either. One of the two Ohio finalists in the William R. Hearst Foundation, U. S. Senate Youth Examination Award was Charles Williams of Dayton. Young Williams, according to the **Kentucky Standard**, is the son of a KSD alumnus.

Bricks and Mortar—The New Mexico School has installed a new dry cleaning plant . . . The Kentucky School has done likewise. KSD has also added photoengraving as a vocational choice . . . An all-faith chapel at the Mary Katzenbach School (N.J.) has been assured when a fund drive for the purposed achieved the goal of \$82,345 . . . Georgia School for the Deaf in Cave Spring dedicated two new dorms on Jan. 4 . . . The Minnesota School has been appropriated funds for a new dormitory.

'Pioneer' Efforts In The Central Pacific

By ELMER J. LA BRANCHE

When the Pan American World Airways plane circled the island of Guam in July 1966 and eventually dropped me and my family on this tropical island 8,000 miles from home, I expected to encounter a period of adjustment but nothing like the stark reality I faced, especially as regards the deaf. I had signed a two-year contract as senior counselor for the Guam Division of Vocational Rehabilitation and fortified with the 1965 amendments to the Federal Rehabilitation Act, I was certain I could make an immediate impression.

The first day on the job I was told there were four deaf clients in the Guam Rehabilitation Workshop, adjacent to our DVR office. Like a novice, I barged in and started signing to them. My efforts produced nothing but a blank stare.

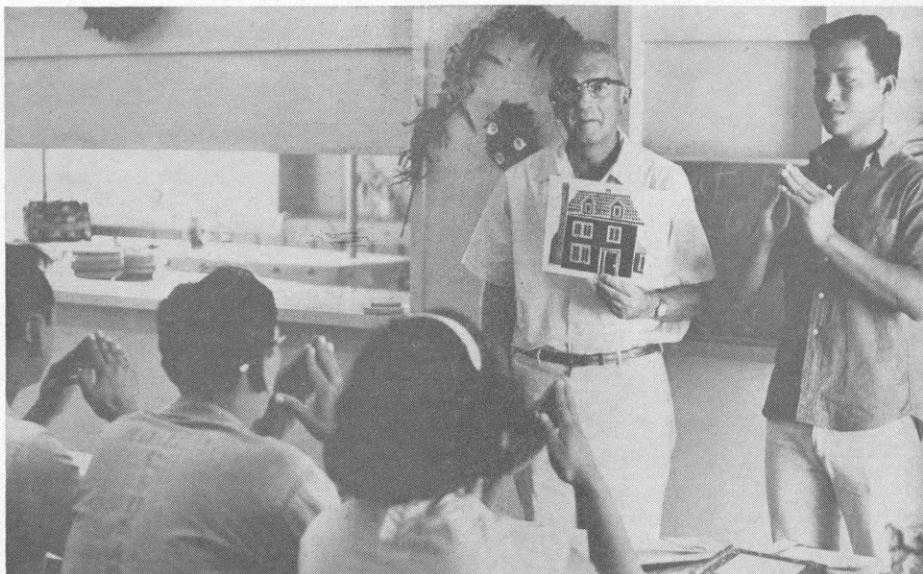
As the story unfolded in the ensuing weeks, I learned that these young men were from 18-24 years of age and had had little or no schooling. They were sent to school at the proper age but almost immediately sent home again by the principal because no teacher was equipped to teach them. When the parents tired of having them sent home, their education ended. So their records read—"Sent to school but received no schooling."

Eventually these deaf young men found their way to the Guam Rehabilitation Workshop. In short, they were unable to hear, talk, read, write, lipread, sign or fingerspell. The only communication between these clients and the workshop supervisor was by means of gross signs and pointing. Somehow the message got across. The young men were being trained in manual skills and craft work. All appeared to have normal intelligence and one seemed to be above normal.

The question soon arose whether these clients should be trained for a job only or also given the fundamentals of communication. The latter was decided upon because it was felt education is the right of every American citizen and an educated worker makes a better worker and a better citizen even if his education consists of a few words and phrases.

Being the only trained person available in teaching the deaf and my skills rusty from disuse (1943 being the last year I actually handled a class of deaf children), everyone looked to me for a solution. In addition to my other duties, I could not imagine how I could devote any time to these young men. But continual prodding by the workshop supervisor made me tighten my belt and set aside one-half hour per day four times a week to see if anything could be done.

The cafeteria was vacant several hours



'HOUSE'—Elmer J. LaBranche is shown teaching rudimentary signs to his class of eager deaf students in Guam. After teaching in the Michigan School for the Deaf for five years (1938-1943), Mr. LaBranche has been in vocational rehabilitation work, part of the time as a counselor for the deaf. He taught lipreading to adults about seven years and was vision and hearing consultant with the Minnesota Department of Health (1963-1966). He holds a master's degree from the University of Michigan and has done additional work at other institutions, including Gallaudet College. In Guam he works with the deaf, the blind, Selective Service rejectees and other handicapped persons.

in the morning. An old piece of plywood was painted and served as a chalkboard. A set of picture cards was borrowed from an office worker who was trying to teach her preschooler to read. We were on our way.

Our present group of six—including two recruits—is able to recognize about 50 signs, can spell the entire alphabet plus 20 numbers on the fingers. They can lipread many simple words and are actually trying to talk. If I am a few minutes late for class, the students are rapping at my office door asking me to hurry up. With this kind of enthusiasm anyone will make a sacrifice.

The first few lessons consisted of showing the pictures of a house, cow, girl, fish, etc., and giving the sign for it. Later the fingerspelling alphabet was introduced. A desperate appeal was made to the National Association of the Deaf for alphabet cards, to which it responded by air mail. After six weeks of trial and error experience, I am willing to try anything and I am sure the class will profit from it.

Present plans call for the Guam Division of Vocational Rehabilitation to send two of these young men to Michigan Rehabilitation Institute near Grand Rapids for the class for untutored deaf some time in the spring of 1967. The University of Washington is also planning to initiate a similar course in the near future which might be utilized. A young woman from Washington, D.C., trained

in the education of the deaf has applied to VISTA for approval to come to Guam and help improve this situation. In the back of our minds is a Federal project designed to reach this group.

There are 20 known deaf on the island including eight school-age children currently in a class for the deaf. There is no school for the deaf on the island and classes for the deaf in the public schools have been infrequent during recent years because of lack of qualified teachers. An island-wide survey of numbers, needs, and facilities for the disabled sponsored by DVR is expected to unearth many more deaf still unknown or receiving inadequate help. The survey is slated to begin momentarily.

Guam is a territory of the United States, 6,000 miles west of California. Culturally it lies at the crossroads of the world. Influences from the Orient, Melanesia, the local (Spanish) culture continually influence it. The majority of the local people speak a vernacular called Chamorro, which has many Spanish words. English to practically every Guamanian is a second language which, of course, adds to the problem of teaching the deaf language and lipreading.

Anyone with suggestions or materials which would tend to minimize the difficulty of teaching these young men are asked to contact the writer at Box 173, Agana, Guam 96910. My methods teacher didn't cover this chapter in the education of the deaf.

A Life In Our Hands...

By **KEN SCARRATT**

'Electrifying' was the word most used by the not easily moved professional audience mainly W.O.D's, who listened to Mr. Scarratt's Leslie Edwards Memorial Lecture at Brighton on 19th November 1966. We hope his words reprinted here will make a fresh impact now, further afield.

During the last decade it appears to me that more has been spoken and written about the deaf than in all the history of their education and welfare. There has been an avalanche of views, opinions, suggestions and theories from those who are responsible for their educational, physical, industrial, spiritual and social well being.

All this, valuable as it is, is done objectively with an almost clinical and analytical assessment by those who speak from their own personal experiences of the deaf, or by people who have read or heard of those experiences and formed their own conclusions.

It would be interesting to know how many of these people have actually approached a deaf person and said: 'What is it like to be deaf?' It is most remarkable that all these professional people, experts no doubt in their particular fields, should be far more concerned with the problems and disadvantages of deafness as they see them rather than with the problems and disadvantages of deafness as the deaf **feel** them.

For too long, far too long, have the deaf been guinea pigs, placed on operating tables to be dissected, analyzed, experimented on, classified, and rubber stamped: 'Handle with care,' by an over-zealous world, all too conscious of its obligations and whose benevolent ministrations, at times, tend to suffocate and even destroy the very image it sets out to create.

A very familiar question, often put to me, is: 'What makes the deaf tick?' As if they were some freak of nature endowed with abnormal internal mechanism. I will answer that question. I will tell you what makes the deaf 'tick.' It is the result of the attentions of parents, teachers, welfare officers and the world at large. Yes, you and I are responsible. The way they 'tick' is of our own making. And yet, should they not conform, should they stray one small bit from the accepted standards of society in any sphere. Ah! It is because they are deaf, we say. Yet, the same weaknesses in normal people are put down to the frailty of human nature. So it's on to the operating table and out with the scalpel, and look through the microscope.

A deaf man steals. The magistrate declares that 'the defendant being deaf and dumb may have some bearing on the offence for which he is being charged,' and the Welfare Officer, acting as interpreter, nods his agreement! The fact that he couldn't afford a new battery for

his car and that he succumbed to temptation and stole just like thousands of normal hearing people have done just did not enter into the argument. He was deaf. That is why he stole! A brilliant conclusion isn't it? It makes one wonder if a mole on the cheek of a hearing offender would be held to account for the crime he had committed.

'Hath not a Jew eyes? Hath not a Jew hands, organs, dimensions, senses, affections, passions? If you prick us, do we not bleed? If you tickle us, do we not laugh? If you poison us, do we not die? And if you wrong us, shall we not revenge?'

I sometimes wonder if the microscope should be reversed and we ourselves become the objects of scrutiny.

How many of us have ever asked our deaf **how** their deafness affects them? Do we ever really get to know their secret hopes and fears? After all no doctor in the world would rely on diagnosis alone. What a patient has to say is an essential part of treatment. How often do we, when the deaf bring their problems to us, automatically assume that these problems arose because they were deaf? We tend to lose sight of the fact that the deaf bring some problems to us simply because they cannot deal with them themselves. They are ill-equipped to do so. What do we do? We solve the problem for them. We do not explain how they could solve the problem given the necessary knowledge and understanding.

Which prompts me to ask: Are we as well equipped to help the deaf in a much wider sense as we ought to be? By this I mean do we really understand the disadvantages that deafness brings in its train? Do we really know the causes of those disadvantages? And I am not talking about the difficulties of communication and all that they imply, but the much wider reactions of the deaf to environments in which they may be placed.

It is impossible to deal with all groups of deaf but I will attempt to live briefly incidents in the various stages in the life of a born totally deaf man by using as guides the Seven Ages of Man as defined by Shakespeare. It may be that somewhere along the line, somewhere in each stage, we could make a fresh approach in our appreciation of the difficulties of the deaf individual.

First the infant, mewling and puking in the nurse's arms.

'There is a face that, from time to time, appears with frightening suddenness. There are hands that touch me

without warning. I am lifted, squeezed, kissed and tossed about. What for?

Deadly serious though his paper is, Ken Scarratt is in truth a merry fellow... He went deaf at the age of two and received his education at the Stoke School for the Deaf. He is a qualified W.O.D., having taken his Diploma with honours and winning the Vernon Jones/Gilbey Memorial Prize. He is now Deputy Superintendent at Stoke. Although he never hears his own voice he is a brilliantly articulate speaker. The Leslie Edwards Memorial Lecture is given annually in memory of one of the greatest ever deaf workers for the deaf. Leslie Edwards died at Leicester in 1951.

I see many queer things. Things are shaken in front of me, and if I turn round to see where they have gone my head is roughly turned back again.

People keep lifting my chin so I have to look at them. They nod their heads and open and close their mouths. Why?

I begin to walk. I find a new place under a table. I am roughly pulled out. It frightens me this suddenness of touch. I like the dog best. He plays a lot with me. He does not touch me hard but stands in front of me if he wants me and wags his tail. My mother and father touch me a lot. They move their hands and mouths as if they are trying to tell me something. I like watching their hands. They point at different things and it makes me think about them.

Something is put in my ear. It hurts and I try to pull it out. My hand is smacked. I cry a long time.

That is a brief summary of some of the thoughts of a born deaf child. Here we have a conditioning that is alien to the infant in its early stages. The consistency of physical impact. There is no, if I may use the phrase, 'early warning system' whereby the deaf child can receive signals of a possible presence of, or contact with, another person. These signals to a normal baby would of course be footsteps, voices, creaking floorboards, doors opening and closing and so on. All of which alert the tiny brain which I understand is already cushioned against sudden loud noises. This leads me to ask: Is the small brain of the born-deaf baby cushioned against sudden physical contact? If not, would not these constant touches, taps and jogs which come without warning have some detrimental effect and create a radical change in its evolution? A change, not necessarily apparent in the physical makeup, which may

cause a retrograde reaction which conditions the brain to be more receptive to physical than visual contact.

It is at this stage that 'tuning in stations' are formed. As the sense of sound will in many cases have no receiving stations it naturally follows that a substitute station will be formed to compensate or an existing station take over the work. I think the dominant factor at this stage will set the 'brain pattern' and determine the receptive abilities. If the dominant factor in early communication is visual the child will be more receptive than if its attention was achieved by physical contact.

I am no expert in this field but I firmly believe that it is at this stage of life that foundations are laid which ultimately determine the whole make-up of the deaf individual. It appears that the approach and attentions of parents to these types of children at this stage are of greater significance than is realised at present. And yet these parents receive no expert advice, apart from clinical assessment of the disabilities of their children, on the general problems caused by the handicap of total or near total deafness.

We now come to the second stage to which the following words apply equally well to children the world over, handicapped or not.

And then the whining schoolboy, with his satchel and shining morning face, creeping like snail, unwilling to school.

I am taken to a large building. People come up to me and smile and pat me on the head. My mother kisses me. She is crying. Another lady takes me by the hand. I don't want to go with her. She pulls me. I cry.

I am taken to a room where there are a lot of other children. They all look at me for a long time. Some smile. I smile back through my tears. I sit in a chair. The lady stands in front and moves her mouth very wide. Some children move their mouths wide too. What for? I don't know. The lady goes away. The children start moving their hands. I do the same. It is a funny sort of game. They all laugh. I laugh.

The lady comes back. The children look at her while she moves her mouth. All the children stand up. I do the same. I am taken to a bigger room where there are a lot of children. They all come and look at me. Some move their hands very fast. One pats me on the head and smiles. Later we all sit at tables and eat. All the children seem to move their hands a lot. One touches me very gently, points, and shakes his hand. I look to see what he is pointing at. It is the salt pot. I point at it and look at him. He nods his head and points to himself. I know he wants it. He shakes some salt on to his plate and then he gives it to me. I do the same. I am beginning to know why children's hands move a lot. It is a way of making others understand what you want or what you are thinking. Some children move their mouths and their hands at the same

time. They make funny faces too. I am so busy watching them that I forget to eat. A lady taps me on the head and points to my plate. The suddenness of that made me cry and want to go home. The boy next to me puts his arm round me, points to my plate and then to his mouth. He pretends to eat. I smile and eat my meal.

Some children have things put in their ears and a little box with a piece of wire from it is put in their pockets or hangs round their necks. I have one given to me and it is put in my ear. It makes a funny buzzing feeling and sometimes my ear tingles. Sometimes it hurts and I take it out but the lady makes me put it back again. I don't know why.

I have been at school a long time now. I am learning to write letters and draw on paper. I can talk to the other children on my hands quite well now. The lady, who is the teacher, is trying to make me move my mouth like she does. I try but I can't. Some children can. The teacher does not speak to me with her hands. I wonder why? Sometimes she points a lot but she cannot talk to me like the other children can. They must be cleverer than she is.

We all go home for a holiday. It is nice to see my parents again. They try to talk to me with their mouths and point a lot. I smile and nod my head and pretend to understand. I see children outside so I go out to them. They come up to me and speak with their mouths. I smile and sign to them. They all stand and stare. They then laugh and run away. I feel lonely.

Back at school. I see a film that shows a mountain with fire and smoke coming out of the top. The teacher talks about it and draws pictures of it. I put my hand up and ask with signs: 'Fire . . . How?' She looks away and talks for a long time. I am puzzled how fire gets inside a big mountain like that. Why can't teacher tell me? I'd like to know. I wish I could understand talking. Later, during play, I ask another boy. He tells me how the earth is hot in places. I am beginning to understand now. Why does teacher spend a lot of time talking with those who can talk and leave some of us who cannot understand what she says out of things? There is one teacher who can talk on his hands a little. I like him and learn some things from him. Sometimes when I talk on my hands in class teacher hits me. Why?

We all wear hearing aids now. Some children can hear talking with them. I just feel noises. I don't like it. I can work better when these noises are not bothering me so I switch it off. So do some other boys. They say some noises make them feel funny. One boy says he has had no batteries in his aid for six weeks. But he can tell what teacher says by looking at her lips. There is a race between five of the boys to see who can go the longest without having batteries in their aids!

So the years go on. One day teacher tells me I shall be leaving school. What

would I like to do? I had never thought about leaving school and going out to work. Nobody had ever spoken to me about it. A man comes to the school to see me. To my surprise he signs quite easily and asks me what I would like to do. Did I like woodwork, making shoes or making bread and cakes? I cannot answer truthfully straightaway. Why can't he wait till I find out about all kinds of jobs there might be? But no. He says baking is a good job and will call for me the next day to take me to see the work. I think about leaving school a lot and cannot believe I have to go to work. I am taken to a bakery the next day by the man who is a welfare officer. We meet another man. We all walk round the factory looking at different jobs. The welfare officer asks me if I would like to work here. I don't really think I would, but I say, 'Yes,' because if I say 'No' I am frightened at what might happen.

So I leave and begin to work in a factory.'

Here we have just touched upon what I consider to be the most vital phase in the life of the deaf. Their education.

In the beginning we noticed confusion in the mind of the child in seeing all methods of communication. Some teachers rigidly shunning manual methods, others openly using them. In many cases parents frown on them. The welfare officer for the deaf further increases the dilemma. To Whom Do They Go? There we have the old result. Where those in authority cannot agree, or seem to differ, the subjects pick their own preferences or are left bewildered and disillusioned.

We have seen a natural curiosity on the part of the child. A curiosity that is a vital element in education, stifled or even killed at its birth because the medium or vehicle of instruction and communication was not mutually acceptable. This constant stifling eventually engenders a feeling of inadequacy and futility in the child which could create an inferiority complex or a disillusionment that leads to indifference.

We have seen an unpreparedness for school-leaving. Quite naturally all children live for the moment and not for the future. The deaf child is no exception. The normal child is subconsciously made aware of the work-a-day world by hearing references to employment made in the home, on T.V., in shops, buses and wherever people foregather. This is a natural mode of propaganda which will eventually set a pattern of discrimination in the mind of the hearing child and ultimately help the child in choosing where he might like his responsibilities in the future to lie. For the deaf child the sudden transition from school to factory can catch him on the wrong foot if there has been no preparation, no fundamental understanding or awareness of the obligations of the individual and the advantages and opportunities in the social and industrial field.

The weakness here, as we all know

too well, is the link between schools and welfare organizations. The degree of co-operation of course varies a great deal all over the country. From the mere notification by the school of an intending school-leaver — and sometimes even this is non-existent—to the occasional discussions between an official of the school and the welfare officer come the decisions that can make or mar the place of the deaf child in its after school life.

The child is forced to a decision, or a decision is made on behalf of the child, in all too short a period. An opportunity should be given for a much longer term of appraisal, consideration and conditioning to future employment which would lessen the effects of this period of transition which are peculiar to the deaf school-leaver.

Then the lover, sighing like furnace, with a woeful ballad, made to his mistress' eyebrow.

I am at a bench in a factory. It is easy work. I am sure I can do something better. But if I try and ask they might think I don't like doing the work. I can understand what some of the other workers say to me. They try to sign and make their own signs up.

There is a very nice girl who works in the other room. We often smile at each other. One lunch hour she comes up to me and says something to me. I do not understand what she says so I sign that I am deaf and dumb. She stops smiling and nods her head and walks away. I feel very hurt. Why did she walk away? This upset me all the rest of the day. I was hoping to make friends with her. Some people do talk to me and are friendly. Some just look at me, smile and turn away.

An old man works near to me. He teaches me what to do. If I want him I tap on the bench with my hammer and he looks up. One day I tap on the bench but he does not look up. I tap a lot heavier and louder which makes him jump and look angry. I did not know there was a radio on and that just as I banged louder it was switched off. He starts shouting at me. I lose my temper.

At night I go to a Club for the Deaf. A lot of other deaf people go there. Some of them are old school friends of mine. We all sign and talk for hours. Sometimes I play billiards, darts, or table tennis. Sometimes there are silly parties. They are all right for the older people but I don't think the younger ones care much for them. The welfare officer says I ought to come to Church on Sundays. What is Church for? They never told me at school about Church. Another youth at work takes me to a dance in a big hall in the town. There are a lot of young people there. I sit and watch. I cannot dance. I wish someone would show me how to do it.

Sometimes I stop at home in the evenings. Friends of my parents come into the house. They talk and laugh. I don't know what they talk about. I watch the

television but cannot understand much of it. I look at pictures in books and magazines and try to understand some of the words. My father sees something in the paper and shows it to my mother. They try to tell me something about an aeroplane crashing. I try to read it. At the Club one evening one of the other deaf tells me all about it. I seem to learn a lot of things at the Club.

At work people try to tell me things by writing it down on paper. I cannot understand most of what is written but I pretend I do because if I did not they might perhaps stop bothering to try and explain things to me. I pretend a lot of things. I pretend I am not deaf by copying what other hearing people do, and behaving like them, especially the young ones. They sometimes do funny dances and clap their hands or tap their feet. I do the same.

Another youth at work has a car. One day he takes me for a ride with some friends. We go a long way and stop at a very old building. We all go inside. My friends seem very interested in the place. It is very big and full of paintings and furniture. A man comes round with us and points to different things and telling my friends about them. They try to tell me and I nod and pretend I know.

I go to work on a bus. People on the bus talk and laugh with each other. I nod and smile at some of them. I look through the window all the way. Work is getting a bit monotonous. I am sure I could do something better and more interesting. But the welfare officer says it is a good job and a job for life. For life . . . ? I don't feel too happy about that. The welfare officer comes to see me one day. He spends a long time talking to the manager. All he says to me is that the manager is very pleased with my work. I am sure he could tell me a lot more if he wished. I wonder what he would say if I told him I wanted to do something better?

There are a lot of girls at the Club. There is one I like. I don't think I like her as much as one at work, but at least we can talk to each other. When we talk in the street people seem to stare at us. This makes me feel a bit uncomfortable but I get used to it after a while. I marry this girl and we have a home of our own.

And so the years go on. Work, Club, home. My whole life seems bound up between these three. There is no change at work . . . everything is just the same. There is no change at the Club . . . everything is just as it was when I first went years ago. There is no change at home. I would have liked to have a child but my mother told me that if we ever have any children they would be deaf like my wife and I. I don't know if this is true. Other deaf couples have had children that are not deaf. But I am afraid it might happen to me.

It seems to me as if I live in a world of my own. A lot seems to happen outside which I have no part and parcel of.

A lot I do not understand. A lot I would love to know about. The welfare officer does a lot of things for me, but he does not tell me how these things are done or explain to me why they must be done. I wish I could read. Some people I know go to the library and come away with books which they read. I once went in and I never knew how many books there must be. All the people inside were looking very interested in them. I pick up some books and flick through the pages, but they mean nothing to me.

I have touched, very lightly, on a few incidents in the adolescent years. All create some psychological impact, either directly or indirectly on the deaf mind. These are bound by their very nature and continuity to play some part in the moulding, for better or for worse, the attitude of the deaf towards society and towards their own limitations.

In the initial stages of employment there is a phase of conditioning. Not merely to the actual work being carried out but to the general atmosphere and to the presence of normal hearing workers. In this conditioning a personal discrimination takes place. Gone is the free and easy banter and back-chat of his school fellows. In its place there come a group of people who will take the trouble to establish some form of 'industrial cameraderie'. But it is a very small group. It is on these people that the reactions of the deaf man rest. They are the subconscious pattern on which the deaf man will base his own opinions, decisions and attitudes. Whether they are the right ones is of course dependant on the personal assessment he has made.

We must not overlook the fact that the deaf in order to appear normal will copy the worst that is in their hearing counterparts. Subconscious imitation is a greater characteristic among the deaf than is generally realized. For example, take what is widely termed 'Beatlemania.' The trend among the present day youth. They do not merely imitate but openly and consciously involve themselves in a cult which they really enjoy and take active participation. Some deaf see this and rather than be left out of the scheme of things they imitate the behavior patterns of these youngsters. Even though they may take an active part, as far as is possible, they are living in a world of make-believe and self-deception. All this does prove that in every deaf person there is a natural desire to be equal to—if not better than—his fellow beings. Is the satisfaction of this desire by mere imitation than a genuine participation a good thing?

In employment we place our deaf in jobs which we know they can do quite easily. All too often they do. We often underestimate their capabilities—through no fault of our own—but how many of us take steps to help a deaf man to achieve a better job or promotion? It is only by their taking up a challenge and succeeding can one be made aware of their true potential. There is a growing revolution among some of the deaf of today. With-

out the help of their welfare officer they have cut the shackles that bind them to an 'easy, safe job' and on their own have sought more interesting, more challenging and satisfying, and more lucrative jobs. Some have fallen by the wayside and come back to us for help. Do we replace them in their former jobs or do we help them to their feet and assist them in their quest for self-improvement? We should know that most of the deaf wish to improve themselves, but by the very nature of a peculiar built-in reticence which has evolved through past difficulties they are unable to take the first step.

Over a century ago there sprang up all over the country missions to help the deaf and dumb. These provided a church, games hall, billiards and table tennis. Today all over the country there are Clubs, Centres, and Institutes. Many with the same billiard tables which have been recovered in some cases, the same amenities that existed in the Victorian era. Bus outings, tea parties, film shows. The same set offering that has served generations of deaf people. I am not for one moment decrying the wonderful spadework that was done by our pioneers of yesteryear and carried on by the selfless devotion of hundreds more. I shudder to think where our deaf would have been today without them. But when one considers the complex, rapid and unpredictable changes that are taking place in the world today, we do seem to be content with resting on the edifice that has served the deaf so well in the past without making any attempt to accept and bow to the wind of change that is blowing through the present generation and will continue to blow through generations yet unborn.

Then a soldier, full of strange oaths and bearded like the pard.

'I am standing outside a window in which there is a picture of a soldier sitting on top of an armoured car. He looks very fit. It must be a wonderful life to be in the army, or fly a plane or even go abroad on a battleship. It must be nice to wear a uniform. Policemen, postmen, firemen and A.A. Patrol men all wear uniforms. I have never seen a deaf man in uniform. I am told that if you wear a uniform you work for your country, council or government. I ask my welfare officer why deaf people cannot go into the army, navy or air force. There must be some jobs that I could do.'

Here we have a natural longing on the part of some deaf to be identified with a national organisation with a readily recognised uniform. It is a wider horizon that tempts and fulfils the needs of many normal people. It has greater opportunities than are offered in the limited environs of the ordinary work-a-day world. The deaf associate uniforms with authority.

We may as well quote **The Justice, with good capon lined** for this stage also deals with people who achieve eminence in public life within their own sphere of activity

and who are called on to serve with authority.

To a great extent the deaf can in some comparable way in the medium of acting in an official capacity within the committees of their Institutes and Clubs achieve distinction, a sense of giving service, and hold a post of authority within the confines of a particular community.

But this, valuable as it may be, is a limitation. A limitation that restricts their interests to a narrow field. Beyond that field they do not go. For instance, how many of our deaf take an interest in public affairs. They will only profess a passing interest in any particular aspect of local or national administrations if they have occasion to come into contact through personal needs or obligations. They will know the Lord Mayor when they see him. But how many know exactly what the Lord Mayor is and how his office comes about and where his duties lie? He is the Mayor. He has come to our Club. He is just an incident within the confines of the deaf world. What he does later, where he goes and what he says elsewhere does not matter and is of no further interest to them whatever, unless he eventually crowns the Town Clerk with the mace!

I am convinced that in our attentions to our deaf we 'molly-coddle' them to such an extent as to restrict, quite unconsciously, their opportunities and capabilities. Let me illustrate what I mean by one simple instance. A deaf lady for years was accompanied by a welfare officer on periodic visits as an out-patient for treatment at a local hospital. During waiting time she conversed and chatted with him. One morning, however, he could not attend and rang the hospital. He saw her a few days later and asked if she went on her own and if she managed. She said she did and had a marvelous time. Everybody made a fuss of her. Someone brought her a cup of tea. Another lady who was a regular attender sat next to her and in her own way chatted and gossiped. The deaf lady said she had never enjoyed a visit to the hospital so much and said that in future she would rather go on her own. She would be all right. The welfare officer agreed with some misgivings. But the world of that lady was widened by a greater opportunity for contact. She is now a member of a local Women's Institute and has a wider circle of friends. So you see the presence of the welfare officer on these occasions acted as a barrier. He was merely concerned with her reasons for being there. He probably heard the chatter and conversation of the rest of the people who were waiting, but it did not occur to him here was an opportunity for her to make contact with them or even be made aware of what was going on and being said. There are, of course, other instances in all sorts of circumstances when we are so concerned with the apparent needs of the deaf that we never realise what we may be denying them.

Now we come to **The lean and slippered**

pantaloon, with spectacles on nose and pouch on side, his youthful hose well saved a world too wide for his shrunk shank.

'I am retired from work. Life has changed a lot. Time no longer seems to matter very much. I potter around in my garden, help my wife with jobs around the home. I watch the T.V. It seems silly to have to pay for a licence for something I cannot fully enjoy or understand. I wish I could read. I call and see some friends. We talk after a fashion for a few minutes but they seem to want to read, watch T.V. or talk to someone else.

I look forward to going to the Club if the weather is fine. I really enjoy myself there. The welfare officer calls to see me at home. I sometimes go to the Church, on bus outings and on holidays with other old deaf people. I enjoy these very much.

More years have gone by. My wife has died. I am now in a Home. I am well looked after. I cannot get about like I used to. I spend most of my time sitting, looking through the window and perhaps looking through newspapers trying to pick out words I can understand. I think about the years gone by. I think about what might have happened had I not been deaf.'

The disadvantages of deafness in old age do not make themselves felt so much due to decreasing contact with the outside world. John Masefield aptly describes this stage:

**I cannot sail your seas, I cannot wander
Your mountains, your downlands, nor
your valleys.**

**Or even again share in the battle yonder
Where your young knight his broken
squadron rallies.**

But stay quiet, while my mind remembers

**The beauty of fire from the beauty of
embers.**

What sort of embers do our aged deaf have?

While their welfare needs little to be

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desired, the opportunities of what to do in their leisure hours in their homes are considerably lessened. Apart from ordinary day to day tasks they feel a need to be able to relax in a chair and fully enjoy a conversation, a T.V. programme and a newspaper or a book. Their inability to read and fully comprehend their mother language comes home with a great impact at this stage of their lives. Strangely enough they begin to show a greater curiosity about the world outside. They seem to have a greater desire for knowledge. You have only to see a group of aged deaf together to see this.

Then, **The last scene of all that ends this strange eventful history, which is second childishness and mere oblivion, sans teeth, sans eyes, sans taste, sans everything.**

There is nothing I can say about this stage except that it is here we are all reduced to the same state, whatever handicaps we have, whoever we are and whatever heights in our various stations in life we achieved.

The Reverend George Firth describes the life of the deaf as a 'Plate Glass Prison.' How much of that prison is unwittingly built by our own hands? The hands of parents, teachers and the general public too?

There will be coming into being a new generation of parents of deaf children,

and unfortunately, a new generation of born totally deaf children, a new generation of teachers and a new generation of welfare officers. What will they inherit?

Will they inherit a world of conflicting doctrines and theories? A world where there is disunity between those responsible for the needs of the deaf at every stage of their lives? A disunity that does contribute to the building of these 'plate glass prisons.'

Or will they inherit a pattern of co-operation, a continuity of care, a unity of purpose, and a greater understanding of the rightful place and the opportunities that can be given to the deaf in the world of today and tomorrow?

Utah Church Leader Honored

Fifty years of service to the spiritual needs of deaf people in Utah was recognized recently when over 350 former students, from all over Utah and surrounding states, friends and church leaders gathered to express their appreciation to Elder Max W. Woodbury, president of the Ogden Branch for the Deaf, Church of Jesus Christ of Latter-day Saints (Mormon). A reception on Saturday, Feb. 11, and special church services the next day marked the observance.

In serving the branch for 50 years as

president (similar to a bishop in a Mormon ward or pastor in other churches), President Woodbury is believed to have set a record in the Church.

Elder Woodbury began his work with the deaf in 1902 when he became a teacher at the Utah School for the Deaf and started teaching Sunday school on week-ends. The first services were held in a nearby church for hearing people. He became assistant superintendent of the Sunday school in 1902 and was made superintendent in 1911. After the distinctive chapel for the deaf was dedicated in 1917, he was made president.

Elder Woodbury continued to teach at the Utah School for the Deaf and was principal for many years. The boys dormitory at the school is named after him.

The venerable church leader has seen many changes during his years of service, but he has never lost his patience, enthusiasm and faith in the people he has served so well. Straight and trim of figure, with wavy silver hair, President Woodbury's 90 years rest lightly on his shoulders. His use of the language of signs remains clear and forceful, an inspiration to deaf and hearing people alike, and his ability to greet most of his hundreds of "graduates" by name is evidence of his sincere interest in their welfare.

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The Deafness Research Foundation is conducting a national Public Education Program (through a grant from the John A. Hartford Foundation) urging the deafened to bequeath their inner ear structures for research.

An Episode Of The Civil War

By ROBERT LEE DAVIS

(As told to Toivo Lindholm)

This is a story of how during the War Between the States one man escaped hanging through another man's knowledge of his language.

(The narrator of this article is eighty years old and has been deaf all his life. He was educated at the Texas School for the Deaf, Austin, as were his three deaf brothers. He is a graduate of Gallaudet College. He also taught at the Texas School for 48 years until his retirement in 1958.)

Fate has decreed that there should be a streak of deafness in my family. While my grandparents on my father's side were normal, of their 12 children three boys were deaf, my future father among them. Some of their offspring in the second and third generations are deaf. My daughter Hazel is deaf.

There is a story in the family concerning my father during General Sherman's "March to the Sea," around 1864. Events in the daily vicissitudes of life have a way of passing into oblivion, or getting blurred, and, unless revived in the telling, die with the actors of the time or contemporaries. This narration would not have survived, had not my father in his sixties or thereabouts (he died in 1930) turned reminiscent and told this tale to his children. So, here it is, such as I can recall, after checking certain details with my brothers and sisters and other relatives in the know. The tale is necessarily hazy in spots, but otherwise straight.

My future father, Joshua Davis, then 18 and unmarried and not called to war because of his hearing impairment, lived with his parents and deaf brothers near Macon, Georgia. On their plantation was a big mansion with tall columns on the front porch. His father before him had some 300 slaves working on several thousand acres of land, all living comfortably and happily.

One day, at the time that General Sherman was making a swath of destruction and pillage from Atlanta, Georgia, to Savannah to divide the Southland and deprive General Robert E. Lee, then in Virginia, of much needed provisions for his army, this young man, Joshua, was squirrel hunting in a patch of woods near his home. Suddenly he found himself surrounded by Northern soldiers. He had been so occupied in his squirrel baiting that he had not noticed them creeping up on him—much less knowing war was so near his environs (in the Deep South)—for then the war had been so remote to him, localized in Virginia and Maryland.

Now he saw the soldiers yelling and threatening—now they were shoving him along. He gesticulated that he was deaf,

but they did not seem to believe him. He was handled roughly and pushed along by the butts of rifles and threatened with bayonets.

Coming into sight of his house Joshua pointed there, and the soldiers took him thither. There he saw other soldiers in large numbers milling around, some going in and out the house, hauling out furniture and household goods and food stuff, preparatory to setting the mansion afire.

The boy's captors (he learned later) were yelling they had caught a spy and were calling for a rope. It is not known why they took him for a spy. One can but conjecture that his antics in the squirrel chasing had left the suspicion



Robert L. Davis and Mrs. Davis, with their daughter Hazel between them. This picture was taken in 1953, and Mrs. Davis has since passed on.



Robert L. Davis' parents, Joshua Davis and wife. This picture was taken some 65 years ago in Texas.

that he was hiding in the woods, dodging behind one tree after another.

Joshua's parents were both out in front of the house surrounded by soldiers. He pointed to them, and they told the captors the boy was their son and he was indeed deaf. But the fever of the soldiers was that of an unruly mob—there being no court of law and order—they were demanding the hanging be now, and questions be bothered with afterwards. They could not afford to dilly dally! Not in this war!

So Joshua was dragged along awaiting a rope—the parents' screams and imprecations availing nothing.

At this moment a Northern officer on horseback rode into the midst of this scene, and a soldier shouted to him that they had caught a spy who pretended to be deaf. The officer reined in his horse and approached the boy, looked at him keenly and spelled on his hands: "Are you deaf?"

Joshua, electrified that there should be one that could speak the language of signs, and inwardly praying that here was succor, indeed, replied gleefully, in kind, "Yes!"

"Where were you educated?" was the next question.

"At Cave Spring, Georgia," the boy spelled out. There indeed was such a school for the deaf then, which exists to this day.

The officer then looked at his men, perhaps reflecting about their war-crazed attitude in dealing with others—well, such was a byproduct of war. He ordered the boy released forthwith, the house spared and the household goods returned to the house. He then dismounted and shook hands with Joshua. The boy thanked the man (and his lucky star) that he had been spared so opportunely. Amazed that the officer should know the language of signs, Joshua wanted to know how come. The officer said he had a deaf brother at home in Illinois from whom he had learned the language.

Joshua's parents, greatly relieved at this turn of fortune, invited the officer to stay for dinner. While the dinner was cooking and the table prepared, they all had a nice time conversing in the language of signs. (It is assumed Joshua's two deaf brothers were included—it is not known what roles they had been playing all along). After the meal, the officer told the people concerned that his men would camp out 10 miles away and for them to let him know immediately if they were again molested by any of his men.

It is believed that at this stage the officer gave his name, rank and address. But with the passage of time and the passing of the contemporary actors on the scene, name, rank and address of the officer were forgotten. Inquiries among the descendants living, search among the old papers, even in Georgia and Illinois, brought nothing to light. Only the tale as given here remains, as told us by Joshua, who in due time married

and raised a family of five boys and two girls.

Needless to say, this gallant, humane officer could not prevent the further looting of the premises. The demands of the war and the orders of officers in the higher echelon precluded all else. All the cattle, swine, horses, carriages of all kinds, farm implements, over a hundred bales of cotton valued at around forty thousand dollars (no market for it except in the North) were confiscated. My grandfather had \$100,000 in gold in a bank. Sherman expropriated it. Grandfather also had a trunkful of Confederate currency—now worthless.

Grandfather now had nothing with which to start new crops. He had no help. His former slaves offered to work for free in exchange for food and shelter. But the carpetbaggers, now flocking to the South, were making trouble, threatening

Grandfather for continuing to keep slaves. Grandfather, helpless, beset with problems, broken in spirit, lived only two years after the war.

The land was broken up in parcels and sold, vastly below its worth, to meet mounting expenses. The house deteriorated from neglect, was later torn down, its lumber used on a smaller house, a barn and several sheds on the place.

Joshua, my father, struggling to make ends meet, eventually on a call from a brother who had preceded him there, moved his family to Texas, where he found happier days and was unshackled from the sad past. I was three then, having been born near Macon, Georgia.

Such is the tale of my deaf father who escaped hanging through the providential appearance of a Northern officer who knew the language of signs.

From A Parent's Point Of View

Mary Jane Rhodes, Conductor

President of the Parents-Teachers-Counselors Organization
Indiana School for the Deaf

An Open Letter To: Commissioner, Vocational Rehabilitation Administration
Secretary, Department of Health, Education and Welfare
The Council of Organizations Serving the Deaf

When will we ever get around to explaining the handicap of deafness to the hearing world? What are we waiting for? Is there no awareness of the need for publicity and a public relations campaign on a national level to educate the public about the effects of deafness? Surely we can wait no longer to take some action in this desperately needed area.

I have spent the better part of the past month trying to educate members of the Indiana State Legislature about the needs of the deaf children in our state. It seems inconceivable that it is necessary to plead and beg for money to educate deaf children—still this is the case. For the past four sessions of the Indiana State Legislature, parents of children at the Indiana School for the Deaf have had to conduct statewide campaigns to try to explain the handicap of deafness to our state representatives and senators. The Indiana State Constitution, written in 1837, states that "it shall be the duty of the General Assembly to provide funds for education of the deaf." Still, each time our state legislature convenes, we find that we have a new battle to fight for funds to meet adequately our needs for buildings and personnel at our school for the deaf.

We had never come into contact with a deaf person until our son was born. Our family was completely confused about this handicap and its effects. It took us many years to sift out the truth about deafness and it was a long time before we understood its implications with regard to our son and his adjustment to a silent world.

Why are we not doing more to educate fellow Americans about the needs and abilities of our deaf citizens? When will we begin to make use of the many forms of media available to us, to explain that deafness is an educational handicap as well as one of communication? Deafness is the only handicap that can be virtually overcome by education and communication skills. Whose fault is it that the deaf are forced to live in a world where they and their handicap are so terribly misunderstood?

Our son is 14 years old, and I can't honestly say that I have seen much indication of progress in these 14 years to help the hearing world understand the deaf.

Must we forever fight this battle of educating the public about deafness all alone—and in isolated areas of the United States? Is there not some agency that will help us prepare and conduct a national campaign to explain the silent world to the hearing world? Do not our deaf citizens deserve a great deal more help than we have given them? How can we expect to create the necessary understanding for our deaf friends unless we make the effort to build a bridge into the hearing world for them?

I feel that we must admit that we have failed our deaf citizens to date. The hour is late—action is overdue. The deaf have been patient with us—but how much longer will we keep them waiting?

Sincerely,
(Mrs.) Joseph W. Rhodes
President
Parent-Teacher-Counselor Organization
Indiana School for the Deaf

Communicating With The Deaf Patient

By CAROL DORSEY SENTRY, R.N., B.A., Columbus, O.

Nurses themselves readily admit to shortcomings in the field of communications with their various patients. This article may help more sensitive nurses to solve and remedy their inadequacies in this very real nursing problem.

The admission of a deaf-mute patient to any division of a hospital instantly creates both a challenge and a problem to the average nurse. If alert and sensitive to her patient's individual needs, the nurse will immediately realize the importance of establishing a satisfactory means of communication with her many patients, deaf and hearing, alike. But, here arises the problem. If the patient is **totally** deaf and unable to hear the spoken word, what means, then, is left to employ?

Consider the average nonhandicapped patient, and the means we use to establish communication, or a more favorable rapport. Each of us is different, just as is every patient. Some may be articulate and make very clear their thoughts by the tool of speech. Others may not be so articulate and may instead choose a more passive mode of communication, accomplished perhaps by stance, facial expression or gesture. Each of these may be equally as communicative to the trained eye as oral speech may be to the ear.

Gesticulation, in particular, is the key to our problem here. The art of mime and the language of gestures is older than the spoken word itself. To most of us, gesture is an unconscious adjunct to communication, a means of embellishing and emphasizing nearly every word we speak. Gesture may even be used **exclusively** to our advantage when, at great distances, or depths, the spoken word cannot be heard. The very lives of such people as skin divers, mountain climbers, or pilots may depend on the language of signs. Surgeons often rely on signs, as we well know, for many times the hand is quicker than the tongue.

Then, why do not we, as nurses, utilize this most expressive and effective mode of communication? Rather than feeling totally inadequate and avoiding the deaf patient, why not reflect and recall the gestures we use every day and see if these do not correspond intelligibly and reasonably with the deaf world's own sign language. A shrug of the shoulders, a nod of the head, a finger directed to an operative or painful part of the body coupled with an expression of questioning concern would go a long way toward making the deaf patient feel more like a member of the hearing world about him. These gestures, kindly performed, are far more satisfactory to the totally deaf patient, himself, than the vain and frustrating attempts at lipreading. The simple question of "Are you comfortable?" becomes a maddening source of irritation to both patient and nurse when the patient fails to "read your lips." And,



Carol Dorsey Senty while an instructor in obstetrics at Mount Carmel Hospital, Columbus, Ohio. Mrs. Senty has a deaf sister, Mrs. Marvin W. Tuffe, and a deaf brother, Samuel Dorsey.

furthermore, how **can** we expect an individual who has perhaps never heard the spoken word before to understand our words simply by mouthing these same words on our lips with exaggerated movements. This is not a logical ability to expect from one who is deaf. If it **were** an ability we should expect a deaf-mute to possess why then aren't we able to comprehend the foreign lip movements of a Russian or a Chinese? The answer, of course, is simple to us now. We have something in common with our deaf patients. Neither of us has heard these "foreign" languages before, hence the frustrations encountered in lipreading.

Of course, the scratch pad and pencil must not be overlooked as another valuable aid in "speaking" with our deaf patients. However, all too many times this can become an involved and time-consuming project when perhaps a few well-chosen gestures could be equally as communicative as the written word.

Nor should the deaf patient's relatives and friends be overlooked as a source of effective communication between nurse and patient. Yet, another factor arises here. Often nurses come to rely too

heavily on these "interpreters." Just as a book loses meaning in translation from another language, so does the patient. The patient **needs** to communicate directly to the nurse and the nurse needs to communicate directly to the patient, else each feels the inadequacies that can only come from not being able to be understood or to understand.

Thus, for ease and comfort for all concerned, gestures or sign language seems to be the "treatment of choice" when deciding how best to communicate with deaf patients.

Facility with gestures would be particularly rewarding for a nurse on a pediatric service, for here the written word might not be a possible alternative, particularly with a very young deaf child. A reassuring smile and a gentle hand on a child's fearful body can comfort far more than words could ever achieve. Pediatric nurses will agree that this is a more gratifying means of communicating with ill children—deaf and hearing alike.

Schools of nursing might do well to incorporate in their curriculums a course on "communications," including in it perhaps the instruction of some pertinent gestures taken from the deaf sign language. And, in larger metropolitan areas, where student nurses might often encounter foreign, as well as deaf patients in their care, a handbook of strategic words such as "pain," "sleep," etc., might be provided in various tongues and translations.

In our relatively small world of today, the future rests on whether or not we will be able to communicate with one another. Ignorance, fear, and prejudice could be greatly resolved by a broader understanding of one another—whether our language is Spanish, English, or one of signs.—Davis Nursing Survey, February 1961.

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Jerry Fail

NEWS

From 'Round the Nation

Mrs. Jerry Fail, News Editor
6170 Downey Avenue
North Long Beach, Calif. 90805

Mrs. Harriett Votaw, Asst. News Editor
2778 S. Xavier Street
Denver, Colorado 80236



Harriett Votaw

Missouri-Kansas . . .

Mrs. James H. Price (nee Beatrice Bowman) of Kansas City, Mo., passed away Jan. 7 at St. Mary's Hospital at the age of 60. She was recuperating after undergoing surgery on Dec. 13. She leaves her husband, James Harold, and two brothers, Lowell L. Bowman of St. Louis and Joseph C. Bowman of Wichita.

Mr. and Mrs. Carl Weese, of Kansas City, Kan., became the proud parents of a girl born on Dec. 16 and whom they have named Rachel.

George Phillip Graybill III left Shawnee, Kan., to return to Gallaudet to finish his second semester of his senior year. He had to take a leave last year due to his health and was unable to graduate with his original class of 1966.

Burchard Keach, Sr., of Wichita, Kan., celebrated his 90th birthday at a surprise party recently. Last November he received his 34th Degree from the Wichita NFSD Div. No. 75.

Georgetta Graybill spent her holidays in Chicago and St. Louis. She celebrated New Year's Eve in downtown Chicago. While on her vacation she attended harness races in both cities.

Officers for 1966 for the various groups: St. Francis De Sales Catholic Deaf Society—Mrs. Sylvester Bock, president; Mrs. August Weber, vice president; Georgetta Graybill, secretary; Sylvester Bock, treasurer.

Kansas City Club for the Deaf, Inc.—Harold Hankins, president; Lyle Mortensen, vice president; Mrs. Dorothy Hyde, secretary; Georgetta Graybill, treasurer.

Wichita NFSD Div. No. 75—Jerry W. Crabb, president; Floyd B. Ellinger, vice president; William G. Doonon, secretary; Wyatt W. Weaver, treasurer.

Kansas City NFSD Div. No. 31—Charles Smith, president; William Ragland, vice president; Herbert Teaney, secretary; Maurice Blonsky, treasurer.

Kansas City Aux Frats No. 134—Mrs. Edgar Templeton, president; Mrs. Charles Smith, vice president; Mrs. Margaret Sherman, secretary; Miss Dorothy Jeffries, treasurer.

Kansas City Chapter of the Missouri Association of the Deaf—Mrs. Edgar Templeton, president; Miss Dorothy Jeffries, vice president; Mrs. Margaret Sherman, secretary; Edgar Templeton, treasurer.

St. Cadoc Catholic Deaf Society—Mrs. Ralph Williams, president; Miss Erlene Graybill, secretary; Joe Weber, treasurer.

Executive Board of the Greater Kansas City Advisory Council for the Deaf: Fred Murphy, president; Lyle Mortensen, vice president; Mrs. Edgar Templeton, recording secretary; James Ponder, corresponding secretary; C. Patrick McPherson, treasurer.

Dr. and Mrs. Grover C. Farquhar were honored at a Golden Wedding reception on Dec. 27 at Fulton, Mo. Their four daughters and their families were on hand to help them celebrate.

Mr. and Mrs. Don Hyde of Kansas City, Mo., flew to Washington, D. C., to spend their Christmas vacation with her sister, Mrs. Wava Hambel, and her other sister and mother. The Hydys visited many interesting places and also attended the New Year's Eve party at the D. C. Club for the Deaf.

Mr. and Mrs. Jerry Reilly have moved back to Kansas City from the naval base in Okinawa with their three sons to live with Jerry's parents, Mr. and Mrs. Francis Reilly. Jerry was transferred from the Navy Helicopter Corps to office work in the naval base at San Diego. At present he is attending the IBM computer school.

Cpl. Tommy Eades of the U. S. Marines came home on leave to visit his parents, Mr. and Mrs. William Eades. Tommy is stationed at Quantico, Va., and reported he can, as a cook, fry 900 eggs in one hour.

Pvt. Lyle Mortensen, Jr., was transferred from Ft. Hood, Texas, to Korea after he spent two weeks with his parents, Mr. and Mrs. Lyle Mortensen, Sr., and his wife, in Kansas City, Mo.

Colorado . . .

Mrs. Ellen Skeehan of Los Angeles was a visitor to Denver during the Christmas holidays visiting her mother. She took time out to attend the Frat's party.

Pat Thompson went home to Parker, Ariz., to spend the Christmas holidays with his family. He went to Bellflower, Calif., to spend New Year's weekend with Merlin Noteboom, a former Denverite.

Mrs. Iona Simpson wrote that she enjoys living at the California Home for the Deaf at Arcadia.

Mrs. Margaret Herbold recently rode trains with her brother of Laramie, Wyo., four times during one week. He is a part-time conductor for the Union Pacific Railroad running between Denver and Green River, Wyo.

Forrest (Sonny) Fraser, son of Mr. and Mrs. William Fraser, was honorably discharged from the Army last November.

He had been in West Germany for many months.

Boulder Industrial Electric Co. has been well-satisfied with the work of the four deaf women employed there: Mrs. Darlene Clair, Mrs. Sally Salazar, Mrs. Linda Garner and Mrs. Florence Lee.

Miss Ione Dibble has retired from her position with the research department of the Denver Public Library after many years. She is fortunate to be working part-time for them now with the approval of the Social Security Administration.

The last weekend of January found William Schwall of Chicago in Colorado to enjoy skiing at Winter Park. Friends who saw him last year were delighted to see him again. He came back Feb. 11 to join the Denver Ski Club for the Deaf on their annual outing to Aspen. He brought James Huff, also of Chicago, with him. Bill and Jim stayed on in Aspen for a week of skiing after the Ski Club returned to Denver.

Mr. and Mrs. Dohn Jones are to be congratulated—their baby son was born Sept. 24. They have named him Derald Robert.

Mrs. Alice Palazzi of Rifle, Colo., fell and sprained her foot recently.

We are happy to welcome back the Rev. Homer Grace and James Tuskey from their stay in hospitals. Rev. Grace was at St. Luke's recuperating from an attack of bronchitis and Mr. Tuskey was at St. Anthony's where he underwent surgery.

Miss Linda McFadden was married to Sammy Sain at Redrock Southern Baptist Church, Las Vegas, on Jan. 28. Sammy at one time attended the Colorado School.

Francis Langlais of Hartford, Conn., finished his ITU course at Colorado Springs in December and has been employed by the Denver Post as a linotypist.

On January 7 two young men from Sweden, Kjell Gunna and Bo-Goran Henriksson, were visitors to the Silent Athletic Club. They were members of the

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DENVER SKI CLUB OF THE DEAF—This picture was taken at Aspen, Colo., Feb. 10-12, 1967. Kneeling, left to right: Francis Mog, Jacqueline Faucett, Carol Moers, Anita Hutchens, Barbara Hinrichs, Allie Joiner (in front), Bonnie Kilthau, Rolanda Younger, Bert Younger and Richard Crossen. Standing: William Schwall, John Carlson, Bob Hutchens, Richard Fraser II, James Huff, Sandra Still, Theodore Schrock, Irene Morgan, Harriett Votaw, Clarence Morgan, Ralph Moers, Daryle Yeager, Rea Hinrichs, Josie Kilthau, Eva Fraser, Mabel Fraser, Richard Fraser I, Margaret Herbold, Helga Fraser, Elsie Kilthau, John Kilthau, Ione Dibble, Francis Langlais and Herbert Votaw.

Swedish National Basketball Team which is touring the United States and were in Denver to play Colorado State University. The Swedish team is composed of the 12 best basketball players of Sweden, 10 being with normal hearing and the other two being those two deaf men. They were very popular with everyone and Herb Votaw volunteered to be their "host" since he, himself hard of hearing, was able to talk with Kjell, who is hard of hearing and speaks English. Then Kjell would speak in Swedish to Bo-Goran who knows no English. Both young men were able to converse with signs which were familiar to most, and if a problem arose, there always was the spoken English to fall back on.

They were first met while they were walking downtown by two of our basketball players, Ken Loui and Charles Gallegos. They were invited to watch the SAC team in action and met all the players and fans who were there at the game. The next night they visited the SAC building.

Mr. and Mrs. Charles Abbe of Long

Beach, Calif., spent two weeks in February visiting her parents, Mr. and Mrs. Robert Bundy of Denver. Mrs. Abbe is the former Betty Bundy. Her husband had just re-enlisted in the U. S. Navy as a 3rd class quartermaster and had a 30-day leave before reporting to duty.

The Richard O'Tooles of Denver celebrated their 14th wedding anniversary on Feb. 14. The number "14" seems to be popular in the family since Emilia's birthday is on May 14 and their son David's is on Dec. 14. Richard, however, missed out by one day, his birthday being Oct. 13.

The Denver Ski Club of the Deaf had its fifth annual outing the weekend of Feb. 10-12 and went by chartered bus to Aspen where they stayed at the Cha-teau Kirk in Aspen Highlands. Joining the Denverites for the trip were William Schwall and James Huff of Chicago, Allie Joiner and Mr. and Mrs. Clarence Morgan of Colorado Springs, Daryle Yeager of Boulder, Francis Langlais of Hartford, Conn., and Richard Crossen of Ohio. Langlais and Crossen were ITU students

and are staying in Colorado temporarily. The weather was ideal for skiing and everyone, including the non-skiers, had a marvelous time. Some went on Ski-Do excursions. Plans are now being made for next year's trip to Vail, Colo.

Nebraska . . .

Albert Kalina, son of Joe and Edna Kalina, was sent to serve in Saigon in December. His wife and children are staying with her parents in South Carolina while he is away. He has been in the Army for 20 years.

Ira Orr passed away on Oct. 30. He was in his 80s. He attended the Iowa School and his wife, the former Ernestine Mueller, attended the Nebraska School. He is survived by one son and a daughter.

Jerry Lee of Burbank, Calif., son of Jane and Clayton Lee, was selected as a member of both his league's defensive and offensive football teams as a tackle.

He is a 6 ft. 2 in., 195 lb. senior playing for Borrough High School.

Miss Lela Lewis is living at the Fairmont Nursing Home and reports that she has some light duties to help keep her busy.

Emma Mappes has been having an interesting trip this winter. She left for Washington, D. C., in December to visit friends. From there she went to West Virginia to visit the Glenn Hawkins family and then to North Carolina and St. Augustine, Fla., where she was the guest of the Edmund Bumanns. Edmund was a classmate of hers, and she spent five days with them and visited many points of interest. While in St. Augustine she had a nice visit with another former Nebraskan, Rita Lloyd Slater. She was in Miami at the time of her last post card and was planning to spend a week there.

Mrs. Susan O'Connor of Frankfort, Kan., should now be in sunny Florida where she was planning to visit friends for nearly a month.

Charles Macek, 83, was found dead in Benson Park in Omaha from an apparent heart attack on Jan. 1. He had been in the hospital a few weeks earlier for an operation. He was a 1905 graduate of NSD and had taken part in the activities of the deaf of Omaha for many years. He is survived by his wife, Margaret, one daughter, Mrs. Dorothy Worden of Ventura, Calif., a grandson and a deaf brother, James, of Sioux Falls, S. D.

Mrs. Margaret Macek flew to Ventura, Calif., to be with her daughter for a while.

Maude Burlew visited Emma Marshall of Lincoln in the Clarkson Hospital at Omaha on Jan. 27. Emma had an operation on one of her eyes for glaucoma.

The doctor, at the time, was quite sure that everything would be fine.

Three deaf workers at Cushman Motor Works received service pins at the "Old Timers Banquet" on Jan. 26. Phil Voight received his 10-year pin; Don Collamore has 15 years to his credit; and Berton Leavitt with 25 years received a diamond pin. Phil's pin has a sapphire and Don's an emerald. June Collamore will have to wait another year to get her 10-year bracelet award.

The Charles Langr family of Harbor City, Calif., was recently forced to move from the trailer park where they had done a lot of work on their lot because of a road widening project. They have moved to another trailer park, El Rancho, about 1½ miles from their former location.

The oldest daughter of Otto and Lillian Gross, Sandy, and her husband Larry Dvorak are the parents of a second daughter born Dec. 15.

Lucille Boyer of Mullen, Neb., has been working at the local beauty parlor for over 17 years. Her brother Romey works as a carpenter and lives in Paxton, Neb.

Garrett Nelson of Omaha was awarded a \$600,000 verdict in the Douglas County District Court on Jan. 11 as the result of an accident involving Omaha Public Power District electric lines on Feb. 18, 1965. The OPPD has asked for a new trial. Garrett was seriously burned in this accident when metal parts he was handling came in contact with a 13,000 volt power line. At the time he was working for an outdoor advertising agency helping erect a sign. His injuries, according to the petition, included burns and nerve damage to the fingers, causing a loss of sensation, and destroying

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"his ability" to communicate by the language of signs. He has been unable to work since the accident, has been under care of doctors most of the time since then and faces more treatments.

On Dec. 13 the Nebraska Humane Society presented a Shetland pony to the children at NSD. The new arrival will be the ward of the Jack Gannons when not at the school campus. The seventh grade girls purchased a saddle for "Tony" from the proceeds of the sale of Christmas decorations.

Mrs. Bernice Kuster flew home Feb. 15 from Yuma, Ariz., where she had been staying with her daughter and family since November.

Indiana . . .

Dr. and Mrs. Anthony A. Hajna have been spending an extended vacation in Florida. Miami and Kissimmee were key spots on their itinerary.

Mr. and Mrs. John O'Brien of Rochester, N. Y., visited their daughter, Elizabeth, a member of the Indiana School faculty, for a few days in February.

Robert Dawson, formerly supervising teacher in the high school department, has been named assistant superintendent for instruction at the Indiana School. John Olson, formerly social studies teacher, has been promoted to supervising teacher of the high school department.

The Indiana Association of the Deaf, after meeting on the Indiana School campus for many, many years, will hold its 1967 convention at the Marott Hotel, Indianapolis, June 16-17. Dr. Boyce R. Williams of the Vocational Rehabilitation Administration, Washington, D. C., will be a featured speaker.

Wedding bells: James J. Samuels and Miss Darcus Jean Williams, both 1965 ISD

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graduates, are to have a March 25 ceremony at Indianapolis Baptist Temple.

New arrival: Jess M. Smith III was born Feb. 22, the first child of Jess and Sara Smith, and is the current "boss" of the Smith household on Radnor Road in Indianapolis.

Indianapolis NFSD Div. 22 and Auxiliary Div. 153 are co-hosting the annual Archibald Birthday Dinner at the IOOF Hall on March 19 with proceeds going to Archibald Memorial Home.

Letters to the Editor

Dear Editor:

I wish to add some opinions concerning Dr. H. Latham Breunig's article "Greater Expectations for the Deaf" that appeared in the October issue of THE DEAF AMERICAN.

Being a Clarke School and Gallaudet College graduate, I feel that I am familiar with the issues most discussed due to my experiences in both institutions of thought. What I can relate will require much more space so I will just comment on a few things.

I agree to a point with Mr. Max Friedman when he said in Letters to the Editor in the January issue that "they (backsliders) are people whose thoughts and activities were controlled in their earlier years but once free to make a choice,

did what seemed to them to be the most sensible thing to do." It was not their (backsliders') thoughts that were controlled; it was merely the fact that they were unknowing of the existence of the deaf outside the Clarke School and its alumni.

I, for one, was unaware of the fact that deaf schools other than Clarke, Central Institute at St. Louis and a few other oral schools existed. Much information on the outside deaf was sequestered from us students and along with that, impressions of Gallaudet College as was given to us was one similar to a deaf high school. Let those hermits see my Gallaudet "high school" degree that is hanging proudly on the wall!

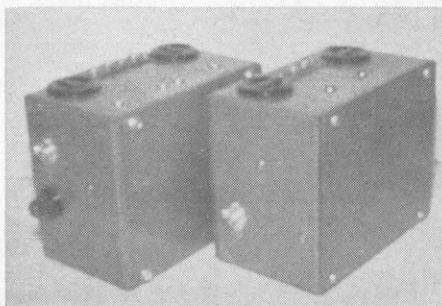
The optimum importance for the deaf child is simply education and nothing must impede its normal path of progress.

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I have known and watched students at Clarke who could have benefited much more in an environment other than pure oralism. Learning to talk is vital, yes, but this is not as important as the acquirement of the three R's. The biggest question to answer is not preparing the deaf child for the hearing world but simply preparing him to lead a normal life.

My feeling is that Dr. Breunig, based on his paper, is more interested in the glorious ideology of pure oralism instead of the means by which the deaf child is being processed through and its end product. One must get down to earth and be realistic!

Robert L. Bergan
Clarke School, 1946-1957
Gallaudet College, 1961-1965

25th Convention of Indiana Association Of The Deaf

Headquarters: MAROTT HOTEL, Indianapolis, Indiana

JUNE 16 and 17, 1967

TENTATIVE PROGRAM

FRIDAY EVENING: Business Session and Reception
SATURDAY MORNING: Business Session
SATURDAY AFTERNOON: Business Session
SATURDAY EVENING: Banquet
SATURDAY NIGHT: Floor Show and Ball

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Registration and Program Book	\$ 2.00
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Tamara Marcinuk, 17, of Fitchburg, Mass., was all smiles after winning her two gold medals at the VI International Games for the Deaf at Berchtesgaden, West Germany, Feb. 20-25, 1967. At left is her very proud mother. The gent in the back is Tammy's coach, Jack Coffey, who has given five years of time and careful instruction to make Tammy the skier she is today. Tammy won both giant and special slalom competitions for women. (Coffey got his free ticket to Berchtesgaden from the Dutch Tourist Bureau.)

We did get TWO gold medals at the recent VI International Games for the Deaf at Berchtesgaden, on terrain near Hitler's old hideaway in the Bavarian Alps!

Tamara P. Marcinuk, 17, of Fitchburg, Mass., won the women's giant slalom ski race on Wednesday, Feb. 22. She covered the 42-gate, 1,312-yard course in 2 minutes 2.9 seconds. Next day she captured her second gold medal when she took the special slalom ski race. She was clocked in 1 minute 55.7 seconds for two runs over the 592-yard course.

Vittorio Palatini of Italy won the men's giant slalom in 1:37.2. The men's special slalom went to Theo Steffen of Switzerland in 1:25.5.

Norway's Asbjorn Kjosnes added the 30-kilometer (18½ mile) cross country title Wednesday to the 15-kilometer crown he won Monday. His times were 1:52.15

and 1:07.20, respectively. Three Finnish girls finished 1-2-3 in the 5-kilometer cross country.

As we see it, the European men skiers were too good for us. For example . . . in the men's special slalom Tom Hassard of Union, N. J., was 18th in 2:05.01, and Bill Wehner of Peru, Vt., was 20th in 2:19.0. Dick Roberts of Gloversville, N. Y., gave up during the second run. Gary Mortenson of Twin Falls, Idaho, Trotter Cowan of Seattle, Wash., and Earl Ruffa of Berkeley, Calif., also abandoned the race. There were 45 competitors in this race.

In the giant slalom, consisting of 47 competitors, Tom Hassard was 18th in 2:05.9; Gary Mortenson, 25th, in 2:11.3; Earl Ruffa, 30th, in 2:18.6 and Trotter Cowan, 32nd, in 2:20.1.

In the 15-kilometer cross country race Herb Holbrook of North Grafton, Mass.,

was 15th in 1:39.26, and Grant Young of Hartford, Conn., 16th, in 1:40.05. There were 20 competitors in this race, and Art Valdez of Salt Lake City gave up after entering competition. And Holbrook was the only American entry in the 30-kilometer cross country race and finished last in the field of 17 in 3:10.07. Norway won the 3x10 kilometer cross country relay in 1 hr., 35 min., 35 sec., followed by Sweden and Finland. The USA team finished fifth and last in 2:50.45.

Georgianna Durancieu of Seattle, Wash., surprised us by taking fourth place in the downhill run race in 4:19.0. This event was won by Herlinde Huber of Austria in 3 minutes 26.5 seconds.

Vittorio Palatini also got his second gold medal by winning the men's downhill run race in 2:38.5. In the field of 42 in this race Earl Ruffa was 11th in 3:20.7, and Gary Mortenson, 25th, in 4:13.1.

It was indeed regrettable that jumping and combination jumping were cancelled due to lack of three national entries. Herb Holbrook could have won those events, without doubt.

Results:

GIANT SLALOM

Men: 1) Vittorio Palatini, Italy, 1:37.2; 2) Theo Steffen, Switzerland, 1:41.2; 3) Jakob Schmid, Switzerland, 1:42.0; 4) Jans Lie, Norway, 1:47.6; 5) Brynjulf Dammen, Norway, 1:51.4; 6) Max Angermaier, Austria, 1:51.7.

Women: 1) Tamara Marcinuk, USA, 2:02.9; 2) Hildegard Kneissl, Germany, 2:20.2; 3) Herlinde Huber, Austria, 2:20.2; 4) Elfriede Huber, Germany, 2:32.1; 5) Rosmarie Fisch, Switzerland, 2:37.1; 6) Johanna Kuhn, Germany, 2:48.0.

Special Slalom

Men: 1) Theo Steffen, Switzerland, 1:25.5; 2) Clemens Rinderer, Switzerland, 1:33.0; 3) Kjell Larsen, Norway, 1:36.1; 4) Rainer Zott, Germany, 1:38.0; 5) Vittorio Palatini, Italy, 1:39.9; 6) Marcel Drouin, Canada, 1:41.9.

Women: 1) Tamara Marcinuk, USA, 1:55.7; 2) Johanna Kuhn, Germany, 2:09.0; 3) Hildegard Kneissl, Germany, 2:21.4; 4) Rosmarie Fisch, Switzerland, 2:31.4; 5) Elfriede Huber, Germany, 2:31.7; 6) Vreni Wolf, Switzerland, 2:34.6.

Downhill Run

Men: 1) Vittorio Palatini, Italy, 2:38.5; 2) Jakob Schmid, Switzerland, 2:41.2; 3) Clemens Rinderer, Switzerland, 2:42.2; 4) Theo Steffen, Switzerland, 2:45.4; 5) Augustin Kneissl, Germany, 3:02.5; 6) Ernst Eder, Austria, 3:10.5.

Women: 1) Herlinde Huber, Austria, 3:26.5; 2) Elfriede Huber, Germany, 4:07.1; 3) Johanna Kuhn, Germany, 4:08.3; 4) Georgianna Durancieu, USA 4:19.0; 5) Tamara Marcinuk, USA, 4:31.9; 6) Hildegard Kneissl, Germany, 4:57.0.

Men's 15-kilometer Cross Country

1) Asbjorn Kjosnes, Norway, 1:07.20; 2) Arne Karlsen, Norway, 1:08.42; 3) Bjorn Myran, Norway, 1:09.12; 4) Reidar Brenden, Norway, 1:11.04; 5) P. Leikas, Finland, 1:12.0; 6) Sven Ake Norberg, Sweden, 1:12.07.

Men's 30-kilometer Cross Country

1) Asbjorn Kjosnes, Norway, 1:58.15; 2) Arne Karlsen, Norway, 1:59.20; 3) Bjorn Myran, Norway, 1:59.20; 4) Paul Leikas, Finland, 2:01.08; 5) Eino Kolu, Finland, 2:02.11; 6) Lars-Gunnar Lundstrom, Sweden, 2:04.07.

Women's 5-kilometer Cross Country

1) Kirsti Lehtila, Finland, 40:32; 2) Liisa Sarkijarvi, Finland, 41:17; 3) Kirsti Vuorimies, Finland, 45:17.

3x10 Kilometer Cross Country Relay

1) Norway (Ashbjorn Kjosnes, Bjorn Myran, Arne Karlsen), 1:45:35; 2) Sweden (Lars Gunnar Lundstrom, Sven Eric Bohlin, Sven Ake Norberg), 1:50:23; 3) Finland (Eino Kolu, Jouni Antikainen, Paul Leikas), 1:52:34; 4) Germany (Siegbert Werz, Hans Peter, Brtisch, Detlef Heymann), 2:25:54; 5) USA (Art Valdez, Grant Young, Herb Holbrook), 2:50:45.

Medal Standings

(Final)

	Gold	Silver	Bronze	Total
Norway	3	2	3	8
Switzerland	1	3	2	6
Germany	0	3	2	5
Finland	1	1	2	4
United States	2	0	0	2
Italy	2	0	0	2
Austria	1	0	1	2
Sweden	0	1	1	1
	10	10	10	30

Other countries participating but failing to get a medal were Canada, Japan, Yugoslavia and France.

HIGHLIGHTS: There was enough money in the USA Deaf Ski Team Fund for only one member of the USA-IGD Committee to make the Berchtesgaden trip, and since Art Kruger has been to Bavaria twice, he appointed Herb Schreiber to represent him and his committee at the Winter Games. And Art Kruger wanted Herb Schreiber to go along so as to get experience for the '69 Yugo Games. . . . Herb did an excellent job as leader of the USA delegation consisting of 14 skiers, 12 tourists and 3 officials. . . . The official

party was made up of S. Robey Burns, CISS vice president, Jerald M. Jordan, AAAD representative to the CISS Congress, Simon Carmel, team manager, and Herb Schreiber, tour director. . . . There was a press conference in the mezzanine lobby of the KLM office at the JFK Airport arranged by Ralph A. Des Roches, executive director of Ski Industries America, with a photographer taking group pictures and Rev. Louis R. Jasper, Lutheran minister, serving ably as interpreter. . . . There was a big crowd on hand to see the highly successful send-off of the team, and among them were Edward Carney, president of the AAAD, James A. Barrack, AAAD secretary-treasurer and vice chairman of the USA-IGD Committee, Murray Finkelstein, president of the EAAD, and Max Friedman, past president of the AAAD and past member of the USA-IGD Committee. Alexander Fleischman, USA-IGD team director, had planned to be there but was kept at home by the illness of his wife, Georgette. . . . Carney, Barrack and Carmel drove in a rented camper carrying a load of ski equipment from Carmel's apartment in Rockville, Md., to the airport. . . . Scott Sigoda of New York City and Edward Cornilles of Beaverton, Ore., were injured while practicing and did not compete. . . . Sigoda suffered a bad sprain at his ankle and was on crutches during the Games. His folks were there and were disappointed to learn of this. . . . Cornilles hurt his ribs and back in a bad

spill. . . . S. Robey Burns made the trip to Germany just after spending a week at Rio de Janeiro, Brazil, for the Latin American Games of the Deaf. . . . It was summer in Rio and very hot, and then it was very cold at Berchtesgaden. Burns has never fully regained his strength from having had pneumonia in January and the trip to Rio did not help. He did not look well when he reached Kennedy Airport. It was very difficult for him to climb the stairs to the plane after they had taken him to the loading area in a wheelchair. He told them at the top of the stairs that he had a severe pain in his chest. . . . And there was excitement at Berchtesgaden when a USA Army helicopter lifted Burns to a hospital in Munich. He was out of hospital and was somewhat better. Whew! . . . Imagine—Herb Schreiber broke his ankle when he slipped on ice up Jenner Mountain. After cast was applied, he bought crutches. He was in pain for two days but gritted his teeth and led the group. . . . While Herb was in bed at hotel in Konigsee near Berchtesgaden (he did not make the banquet because of too much pain) representatives of several nations visited him before and after the banquet and gave him their emblems. . . . And he was not lonesome since all the men/women came up to him to wish him a speedy recovery. They were thrilled at the fact that while not one USA skier **broke** any bones. The "big" man did by slipping. It was a great joke all over Germany.

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Saturday, May 20

All day Meet at the Philadelphia Aquatic School, 3600 Grant Ave., Philadelphia, Pa., 9 a.m.
Gala Grand Ball with Entertainment, 8 p.m. at Hotel
Presentation of trophies and other awards.

Sunday, May 21

Subject to the number of entries, The Meet will be extended to include the finals.

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Mad? Not Herb. He thought it was very funny. That's him all over . . . Herb plans to nail his crutches and cast to his wall in his cooperative apartment in Inglewood, Calif., as a souvenir of the memorable VI Winter Games for the Deaf. . . . Gary Mortenson injured his chin badly in a spill during downhill run competition all on ice. . . . Antoine Dresse of Liege, Belgium, retired at the 14th Congress of the CISS after having served faithfully as CISS general secretary-treasurer for 43 years. . . . There were four presidents since the founding of the CISS in 1924 but only ONE secretary-treasurer. Antoine was honored at the banquet and he received gifts from all nations including a beautiful silver tray from the AAAD. . . . Today 37 nations are members of CISS. . . . S. Robey Burns, too, retired, and Jerald M. Jordan was elected to the CISS Board. Individual medley in swimming (4x100 for men and women), volleyball for men and women, and women permitted to shoot with men were adopted for the Summer Games. . . . Japan put in a bid for the '73 Games at Tokyo and voting on this will be made at Belgrade in 1969. . . . World Deaf records of the 800 meter run (Ken Pedersen in 1:54.6) and the long jump (Bill Ramborger at 22 ft. 11¼ in.) were accepted. . . . Next Winter Games in 1971 will take place somewhere in France.



After the transfer of our Federal project for unemployed deaf men to the Michigan Rehabilitation Institute at Pine Lake, I was worried. Ernest Hairston had a full class there and could not handle any more students. There was a long waiting list, another teacher could not be recruited, Ernest Hairston was going to the training program at San Fernando Valley College and there was a money problem for the next few months.

Then we were carried high with hope. The Michigan Rehabilitation Institute director secured a grant from a foundation. The report came out that Bob Thomson and his wife were returning to Michigan. We were especially glad because Bob had worked in the project here.

Now we have learned that Bob Thomson has decided to stay in Washington where he is employed for D. C. Vocational Rehabilitation. You saw his picture in a recent issue of THE DEAF AMERICAN.

Here is a chance for a good position

Stalling Along . . .

By **STAHL BUTLER**, Executive Director
Michigan Association for Better Hearing
724 Abbott Road, East Lansing, Michigan

for a well-qualified deaf teacher. Write to Lloyd Chapman, Director, Michigan Rehabilitation Institute, Plainwell, Michigan.

* * *

I saw Harley Z. Wooden, former superintendent of the Michigan School, when I was in Washington at Thanksgiving time. He told me again what he is doing and later on sent me some material.

He is attacking the language problem of the typical deaf child. Children will profit and teachers will be very thankful for what he is now doing. The following is Harley's summary of his project and what has been accomplished to date.

Summary

Project LIFE is an undertaking in language instruction that is dependent largely upon an audiovisual approach. It sets up its concepts, selects the language to be built around them and suggests the referents to which meaning can be attached. It programs the

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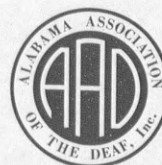
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REMEMBER JUNE 1-2-3, 1967

more difficult aspects of language for presentation (a) in print, (b) on the lips and (c) by amplified voice. It provides, both in books and on film, reading materials that are within the children's receptive language skills. It provides a dictionary series to increase the pupil's perceptual skills, independence, vocabulary growth and ability to categorize. And it has pre-

pared the way for an increase in the amount of audiovisual materials available on the distributor's market.

For several reasons, our deaf society may not have had this fine work. In the first place, Harley Wooden did not apply for the position of superintendent of the Michigan School. The school was in bad shape and the state board of education sent him there. He did not want to

go, but he was a good soldier and he went.

At the school he became greatly interested in the language problems of the deaf. Foundations turned him down. Then, when he retired from the Council for Exceptional Children, the U. S. Office of Education welcomed him with open arms and provided him with money to do this important work.

Tee's Last Retirement

By DR. POWRIE VAUX DOCTOR

On returning to Kendall Green after the Christmas holidays, many of us heard the news of "Tee's last retirement." Alice Teegarden, a member of the teacher training class of 1907 at Gallaudet College and a former teacher of the deaf in the Florida School, the New York School (old Fanwood), Gallaudet College, the Alabama School, the West Virginia School, and the Maryland School, had died at her home in Dennis, Cape Cod, Massachusetts, on Dec. 20.

Once when Alice Teegarden was retiring from Gallaudet, President Leonard M. Elstad referred to her as the most retiring person whom he had ever met. She retired twice from the New York School, once from West Virginia, twice from Gallaudet and she had retired so often from the Alabama School that neither she nor her friend, Catherine Riser, the principal, could remember the exact number of times. She once referred with amusement to the school at Talladega as her "retirement center."

At one of the Gallaudet College alumni reunions she was introduced as the "Godmother" of the Gallaudet College Alumni Association. Her parents being deaf and being connected with the Western Pennsylvania School for the Deaf, gave Miss Teegarden the opportunity of knowing deaf people all of her life. "Tee" knew how to sign beautifully but was an ardent advocate of speech and speechreading for the deaf. How the Gallaudet students did enjoy attending "Tee's" speech class! It was not unusual, when she was the "Speech" Department at Gallaudet, to see students waiting for an hour or so outside of her classroom for their turn.

Miss Teegarden lived at House No. 7 on the campus for several years while teaching at Gallaudet, and many an evening she entertained us with stories of her adventures. Once she and a friend packed their clothes and took a journey from Pittsburgh to New York and back to Pittsburgh by way of Albany and Buffalo by electric trolley. Nowadays when even street cars are being discontinued in the large cities, it is difficult for many to realize that for years the rural areas, especially in the East, were interspersed with electric lines.

Miss Teegarden and Miss Scofield traveled to the Orient for a year. They had planned to teach in Tokyo but while en route a severe earthquake in that city made it impossible to go there, so on the advice of some friends they had made on board ship, they continued on to Shanghai. On the second day after they had arrived they secured positions teaching in one of the schools. As "Tee" laughingly remarked, "You don't think a little thing like an earthquake could alter the plans of a couple of American school teachers!"

A few years ago "Tee" toured Greece and Italy. While in Athens the group was given three days to rest after having visited innumerable cathedrals and ruins. Instead of resting, "Tee" flew to Egypt, took a ride on a camel, saw the Sphinx and the pyramids and then went shopping. She had always wanted a scarab!

For many years "Tee" lived in the summer on a lake in Eastern New York near the Connecticut border. At Lake Waccabuc she entertained old friends like Dr. and Mrs. Ed Nies from New York and others. She and her neighbors, Jim and Marion, made trips to different spots in New England. It was

on one such trip that she visited Cape Cod and decided to retire there. "Tee" made friends wherever she lived and made a point of keeping in touch with them. Last year whenever I stopped at the offices of the American Express, in going around the world, I frequently had a letter from "Tee." There was often a letter waiting in my stateroom on the ship when I embarked. "Tee" was always running out of paper when she wrote letters, and she generally ended a letter by writing in all of the margins.

Sarah Scofield and Miss Teegarden were lifelong companions. They had taught together at Fanwood for 35 years. They had traveled to the Orient together. Ethel Gielt, who now teaches at the American School for the Deaf, was another lifelong friend. It was Mrs. Gielt and Robert Taylor and Gary Curtis of the American School who were among the little group of friends at the neighborhood church when the final services were held for "Tee."

"Tee" was a lifelong friend of Dr. Elizabeth Peet, who had only been on the faculty at Gallaudet a short time when Miss Teegarden was enrolled in the old Normal Training Department. She was a personal friend of three generations of the Percival Hall family. She taught for Connie Baynes in Alabama when Connie wanted to join her husband during World War II. She taught for Archie Barden in the Negro School in Talladega when teachers were difficult to secure during the War. In 1944, when Dr. Elizabeth Benson joined the armed forces to teach deafened soldiers, "Tee" took her place in the Speech Department at Gallaudet.

"Tee" was so happy over being awarded her honorary doctor's degree at last year's Gallaudet commencement. In a letter waiting for me in Madrid, "Tee" wrote, "Just think, Doc, my first diploma from Gallaudet was signed by President Theodore Roosevelt and Dr. Edward Miner Gallaudet, and my last one by President Lyndon B. Johnson and Dr. Leonard M. Elstad. My but there has certainly been a lot of water go down the Potomac during the years between those two degrees!"

Last spring Miss Teegarden finished arranging her father's papers in the Gallaudet Library. It had been a work that had continued over several years. Her father, in addition to his teaching, had done much writing and was one of the authors of the book, **The Raindrop**, used for many years in schools for the deaf. When "Tee" was leaving the campus, after getting her last degree, she remarked to her friend, Mrs. Lucille Pendell, the librarian at Gallaudet, "Well, my father's papers are in order, I got my degree, the President of the United States was here for the occasion, so now I guess I can go back to Cape Cod and really retire."

All of "Tee's" friends will miss her and her wonderful letters. And we will all remember the day of her last retirement because it was so typical of her. She had driven some friends to the hospital in the morning to visit a patient. She had waited until the morning's mail had come down from Boston and had gone to the village post office at the usual time. She had talked with her neighbor about his two sons coming home from college for the holidays. She had passed the time of day with the postmaster. She had mailed her usual Christmas letter to the Home for the Aged Deaf in Torresdale, Pa. She had bought some homemade preserves from one of the church bazaars to give to a friend in the Nursing Home. In the afternoon she drove some friends to the Nursing Home to visit a former neighbor who was going to have to spend the holidays away from home. On returning she had stayed for dinner with the friends. "Tee" went home afterwards and retired, not only for the night, but forever.

National Technical Institute Head Stresses Integration

Efforts will be made for maximum integration of National Technical Institute for the Deaf students with those with normal hearing at the Rochester (N.Y.) Institute of Technology, Dr. D. Robert Frisina, newly-appointed head of NTID, has announced on assuming his new post.

The nation's first college-level technical institute for the deaf is scheduled to receive its first class of 200 students in 1969 and eventually have an enrollment of more than 600.

The tuition-free deaf institute will be entirely financed by the U.S. government through the Department of Health, Education and Welfare.

"Our initial venture," Dr. Frisina said, "will be to determine the most effective methods of incorporating deaf students into RIT's regular classes."

"I would hate to think that we should have a national technical institute for the deaf located and functioning all by itself in one corner of the RIT campus," he commented.

The prime purpose of the NTID is to make the deaf student more adaptable to normal society, and, consequently, greatly enhance his employment potential while reducing his social problems, Dr. Frisina added.

He estimated that five out of every six of America's deaf of college-level intellect are underemployed because they are underprepared for more responsible positions. Consequently, the former dean of Gallaudet College's graduate school said, most have gravitated to unskilled and semi-skilled jobs.

On the basis of experience, Dr. Frisina observed, it is likely that NTID's students will fall under three different groups: (1) those who can participate in 70 percent of the

regular classes, requiring only 30 percent special classes for those with hearing defects, (2) those who may split their classes 50-50 and (3) those with greater problems who will require 70 percent special classes and only 30 percent integrated.

About 60 percent of the deaf students can be expected to have readily intelligible speech and hence should be more easily integrated with regular RIT classes, he added. Some 20 percent will probably have some slight speech impairments while the remaining 20 percent will have larger communication problems, he noted.

Reducing the physical, psychological and sociological barriers between RIT's regular students and the NTID students will be a primary concern of the new school head, who holds the title of vice president of RIT for the NTID program.

To promote this, he plans for extensive integration at the classroom, dormitory and student activities levels as well as programs of instruction for RIT personnel. The latter programs will include visits to Gallaudet College as well as orientation classes this summer at RIT.

Dr. Frisina foresees substantial transfer of students between Gallaudet and NTID, once the program becomes established at RIT.

He particularly expects that numerous students will decide to enroll at NTID for two years of technical education after first gaining two years of general education at Gallaudet. RIT students pursue majors in photography, art and design, printing, crafts, electrical and mechanical engineering, business administration, retailing, food administration, medical technology, chemistry, biology, physics and mathematics.—(RIT News Release)

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Humor

AMONG THE DEAF

By Toivo Lindholm

4816 Beatty Drive, Riverside, California 92506

The following was sent me by one who hasn't answered my query as to who hand-printed my name on the envelope of a previous letter from him. This hand-print looked like the hand-prints on all previous letters I'd received from Howland, the fffff, and all the other aliases. This clue now seems to point to Oscar A. Sanders, Seattle, Wash. I had accused one or two others besides Ted Grif-fing. When Ted disclaimed the jest, there was a credibility gap between us for a while (you know how Ted is capable of practical jokes). Then I had an eye on "Pop" Nelson of Bakersfield, Calif., a proofreader, who has access in a print shop to set pieces on a linotype and pull proofs on newsprint paper, or tear sheet, to send to me. He could easily send them to friends anywhere in the country and ask them to drop them in the mailbox there. Hard to trace! OK, it was fun, and I guess the readers have enjoyed the jokes, and perhaps the excitement of the fox and hounds. Tally-ho!

This Sanders had time enough to deny guilt, and now sends a piece in a similar hand-printed envelope. How tantalizing! Unless we hear to the contrary, Sandy Sanders must stand accused.

The piece Sanders sent came from **The Parade** magazine, from "My Favorite Jokes" by Pat Cooper (Julian Singleton, now of La Palma, Calif., sent a similar piece):

Language is never a serious barrier to Italians. I remember at my wedding, Papa asked me to make a speech. I said, "Papa, what's the use of my making a speech? Most of the guests here are your friends. They can't understand English, and I can't speak Italian."

"Stupid!" he yelled at me. "Stand on top of the table and make a speech with your hands."

* * *

From Dr. Fusfeld came a clipping torn from an issue of the **San Francisco Chronicle**. An article in it, headed, "A Line Forms for Spain's Throne," mentions Don Jaime de Bourbon, Duke of Segovia and eldest son of Alfonso XIII. "Deaf and mute, he renounced all rights to the throne for himself and his descendants.

"In 1933, he married Emanuella de Dampierre. They had two sons, Alfonso and Gonzalo, and they were divorced. Don Jaime married Charlotte Tiedemann, the German singer, in 1949. Under her care, he was healed of his lifetime disability and in 1964 he renounced his renunciation of his Spanish throne."

From Ken and Audree Norton Berkeley, came this one taken from **Oakland Tribune's** Bill Fiset's column, "Man Alive":

... Oakland's John Ryan bought a precious little Pomeranian, learned the puppy is stone deaf, but loves it dearly. A bore of a neighbor woman came over, criticized the dog's markings and suggested it wasn't worth having because it couldn't hear. "True, my dear," said Joan, "but it's learning to read lips."

* * *

Emcee Gerald Burstein told this one at a recent Gallaudet Alumni banquet in Riverside, Calif.:

A deaf man goes to the hospital to have an appendectomy. While abed in a ward, a male visitor comes in to see this man's roommate. He is told about the deaf man's operation. He walks over to the deaf man and asks: "Have a scar?"

The deaf man, a good lip reader, but otherwise very deaf, replies: "No, thanks, I don't smoke."

* * *

At a recent Type Lice Club (printing club) meeting at the Riverside school, during a lull in the meeting, a group of students drifted off in subject matter. Carolyn Stem came up with: "If the blind can learn to read Braille by touch, why can't the deaf learn to listen by vibration like they do with hands on the piano?"

* * *

You and I, the deaf, may bewail our weakness in English language communication. But if we consider the following things (which of course is nothing new, but said in Rosten's own inimitable style) taken from "The World of Leo Rosten" in Feb. 7 **Look**, we may feel some sort of relief, and compliment ourselves we do all right considering the enormity of the task and the thousand pitfalls:

"No one knows how many languages are spoken on this chattering globe of ours. (How decide where a dialect stops and a language takes over?) The French Academy once concluded that mankind employs 2,796 distinct locutions, but bolder philologists run their estimates up to 5,000 . . .

"For complexity of alphabet, no language surpasses the Chinese. But for razzmatazz in spelling, I give you our own beloved English. Take the simple ee sound. It can be handled eight different ways: e (as in me), ee (as in feet), ea (clean), ei (deceive), es (demesne), i (machine) and maybe one (obscene,

which it all comes close to being). Or reverse the field: ough can be pronounced five different ways. Just trip your tongue through although, bough, cough, rough, through.

"The Germans are much more sensible; they spell each sound the same way every time it occurs. That's why our friendly GI's never get to first base when they tried to organize spelling bees among baffled German schoolkids. In German, if you write, you spell—correctly."

Now, I'm just wondering—if English were Chinese, how many fingers must we have to be able to spell all the hundreds of letters in the Chinese alphabet?

Well, guess it'll be a long time, if ever, before "our own beloved English" becomes phonetic.

Which brings to mind an incident at a medical clinic: A doctor was struggling over a scribbling in my medical history. He wrote on a pad: "I can't follow this righting." Which brings to mind (what, again!) cartoon cracks about medical prescription scrawls.

* * *

I believe this came from Maud Skropeta, Los Angeles. Sorry for my bungling of credits.

MEDICAL MIRACLE

Judge: So you tried to drive by the officer after he blew his whistle?

Defendant: Your honor, I'm deaf.

Judge: That may be true, but you'll get your hearing in the morning. (Clipping)

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Sketches Of School Life

By OSCAR GUIRE

Perpetual Motion

When I studied physics at the California School for the Deaf (1914-16), electricity was my favorite section of the subject.

I worked out on paper a system of a generator, a transformer and a motor which would in theory keep running indefinitely without drawing any energy from an outside source. I showed my scheme to my teacher, William Caldwell. He said, "It cannot possibly work. I cannot tell you exactly why it can't. You will have to ask someone who knows electricity better than I do."

Caldwell was my teacher in everything except physics. James Howson was my teacher in physics. He was trained in chemistry. I believe that he knew chemistry well. But, as he himself admitted to me, he was not so well versed in physics. I did not show my scheme to him. I figured that if Caldwell could not explain any point in physics, Howson could not.

When the new physics laboratory was opened in 1914, Caldwell gave lectures in physics and put Howson in charge of laboratory work. Caldwell required his entire class (tenth grade) to listen to his lectures, even though only the four boys who wanted to go to Gallaudet College had textbooks and did experiments. It was his idea that it was good for one to learn some physics, even if he did not go to college and learn more physics. No one can be considered to be educated if he has never studied physics.

During my second year of physics Caldwell did not give lectures. I do not know his reason for changing his mind about lectures. As far as I was concerned, his lectures were a waste of time. It was enough for me to study the textbook and learn from experimentation.

Caldwell's inability to explain why my scheme could not work did not end the matter. I wanted to know why not. I knew where to get the reason from an expert. I had seen electrical machinery on exhibit in the palace of machinery at the Panama-Pacific International Exposition in San Francisco. The excuse for the fair was to celebrate the opening the Panama Canal.

The World's Fair was built for 1915. It was so successful that it was continued for another year. It was in 1916 when I studied electricity.

The California School for the Deaf and the Blind had a small booth in the Palace of Education for showing the public how the deaf and the blind were educated. The teachers took turns at giving a demonstration. One teacher and two pupils were used on any one day. The demonstration lasted about half an hour. After the demonstration the pupils were

allowed to spend the rest of the afternoon looking at the exhibits.

I was twice taken to the fair to give a demonstration. My memory of the first trip is rather hazy. I believe that I went with Caldwell and gave a demonstration in the study of algebra.

My memory of the second trip is crystal clear. I went with Howson and performed experiments in physics. At the same time he took Edith Hoopes for a demonstration in sixth grade classroom work. She was ten or twelve years old.

After my demonstration, I went to the Westinghouse exhibit in the Palace of Machinery and showed my scheme to the man in charge. He said, "No, sir-e-e-e-e." That is exactly what he said except that I did not count the e's. He tried to explain why my scheme could not work. His explanation overwhelmed me. He was technical and I did not understand him. Doubtless he was a competent electrical engineer. But he was unable to lower himself to the mental level of a schoolboy who was studying electricity for the first time.

When Caldwell said that my scheme could not work, he did not mention perpetual motion. Doubtless he recognized in my scheme an attempt at the creation of perpetual motion. Like all other educated people he knew that perpetual motion was impossible. When he said that he could not explain why my scheme could not work, he meant that he did not know enough about electrical engineering to make a precise explanation in engineering terms.

That was in 1916. I learned more physics. In 1953, a scheme for perpetual motion three times was proposed to me for my benefit. Thus my position was

reversed. I dismissed the idea without giving it any serious consideration.

I lived in Los Angeles six months before going to Hawaii for one year. For transportation I used two three-wheeled scooters. One of them was powered by a hook-up of four automobile batteries. One full charge was good for 20 to 30 miles, depending on the age of the batteries and the terrain over which I traveled. It took 15 hours to recharge from a condition of complete exhaustion to a full charge.

At different times three men, two deaf and one hearing, suggested that the scooter be equipped and wired in such a way that the battery could be recharged by the scooter's motion. They did not suggest a definite plan of equipment and wiring. They just had a vague idea that it could be done. In each case I dismissed the idea by saying that it would mean perpetual motion, which was impossible. One of those men became very angry and snapped at me, "I know what perpetual motion is. My idea has nothing to do with it."

A scooter's battery can be recharged by the scooter's motion if the vehicle is made to coast down a steep hill. I made an experiment for fun. There was a steep street near where I lived. I took my scooter to the top of the steep street. I reversed the switch and released the brake. The scooter did not move down or up. There were two opposing forces. They neutralized each other. The street was not steep enough to pull the scooter down. The scooter was not heavy enough to force itself down. The reversed current worked as a brake.

Perpetual motion is a general term for the creation of energy of any kind, not necessarily actual motion, out of nothing. I was not the first nor the last person to dream up a system for creating energy out of nothing. From time to time the U. S. Patent Office receives an application for a patent on a device



Oscar Guire and this three-wheel electric scooter in Hawaii. (Photo by Honolulu Star Bulletin)

which an examiner recognizes as an attempt to create perpetual motion. Such ideas are rejected without being given serious consideration. Unworkable ideas are not patentable.

When I studied physics, I learned certain laws of nature. Energy cannot be created out of nothing. It can be changed from one form to another but it cannot be made to disappear into nothing.

It is the same with matter. It cannot be created out of nothing. It can be changed from one form to another but it cannot be made to disappear into nothing.

Modern physics teaches that matter and energy are different forms of the same thing. Matter can be converted into energy and the process can be reversed. The law that matter and energy cannot be created out of nothing is still recognized as true.

The force of an atomic bomb is tremendous because in the explosion matter is not merely changed from one form to another as in conventional bombs which we knew before the second World War; in addition to fission or fusion of atoms, matter is partly converted into energy.

The use of atomic energy has become commonplace. In addition to its use as an explosive, it is used to produce electricity and to operate vessels. The reversed process, the conversion of energy into matter, is used in pure scientific study but may never be practical on a commercial scale.

The sun is a mass of fusing denterium (heavy hydrogen). The end result is helium. Through the spectroscope helium was discovered in the sun before it was found on earth. The weight of the resulting helium is less than the weight of the fusing hydrogen.

The loss of weight in the process of fusion in the sun is due to partial conversion of matter into energy which radiates off in all directions. Two atoms of denterium fuse together to form one atom of helium, which weighs less than the two atoms of denterium. It has been calculated that in 35 billion years the sun will be a mass of cold helium.

New Protection Needed For Deaf Drivers

The new Federal Highway Safety Act provides that the states must enact certain laws or else lose part of the money that they get from the Federal government for road-building purposes. One of the things that the states are required to do is to enact a law providing for medical examinations of drivers under certain circumstances, by a medical board. The states are given broad authority as to how the board shall operate, but there must be a board.

This means that during the next few months most of the states in the nation will pass laws creating a medical board to examine some automobile drivers and decide whether or not they are qualified to drive.

This authority can easily be misused. There are many records and statistics to prove that deaf drivers are better than most other drivers, on the average. However, the physicians appointed to a medical board may not know anything about driving statistics. They may know when a person is deaf, but not what that means in terms of driving ability. There is a possibility that such medical boards might stop deaf persons from driving.

In order to protect deaf drivers from any improper discrimination, some states that have such laws have put a special clause in the law. For example:

Florida: Sections 322.05 (7), 234.05

"... deafness alone shall not prevent the person afflicted from being issued a driver's license ..."

Mississippi: Sections 8093, 8094

"... deafness shall not be a bar to obtaining a driver's license ..."

Oklahoma: Title 47, Sec. 276

"... no person otherwise qualified shall be denied a license because of deafness ..."

North Carolina: Section 20-7

"... deaf persons who in every other way meet the requirements shall not be prohibited from operating a motor vehicle ..."

Wisconsin: Chap. 343.06

"... deaf persons otherwise qualified ... shall be issued a license ..."

Every state that enacts a new statute this year to set up a medical board should have a **similar** protection provision in the new law. Such protective clauses will **not** be put into the new statutes unless we contact the motor vehicle administrators of each state, members of the legislatures, etc., and ask them to insert such protective clauses. This is something that needs immediate attention since the time is short and such bills will be passing the legislatures during the next few months.—Lowell Myers, Chicago, Illinois



Eh, How's That?

—jrg

Route 2, Box 196
Omaha, Neb. 68112

This month's editorial: An editorial in the November, 1916, issue of the **Minneapolis Companion** announced with pride that two deaf teachers at the school owned and drove automobiles and that another had a motorcycle with a side car. Another teacher, it stated, possessed a handcart and still another was the owner of a wheelbarrow.

Comment—All in favor of permitting teachers come to school in handcarts and wheelbarrows, please say 'aye.'

Every now and then we have the good fortune to overhear (or should we say, oversee?) something worth jotting down. This month we are departing with the following stolen gems:

Dr. Tom L. Anderson (last summer): "When I was in the crawling stages, I chewed up one of the family's dictionaries and swallowed so many words that I haven't stopped talking since."

Norman G. Scarvie, retired vocational principal of the Iowa School, tells us about the time he was teaching printing. He had three young girls in his classes and they did nothing but talk. Finally, Norman lost his patience and said: "Will you please stop talking and get to work?" "But," the startled girls replied, "Our (speech) teacher said we must talk, talk, talk!"

This "historical" item comes from Dr. Dave Peikoff, which we hope (for history's sake) we quoted correctly: Prior to the establishment of the Manitoba (Winnipeg, Canada) School for the Deaf, all deaf children in that region attended neighboring schools for the deaf. Then there came a time when deaf adults and other interested persons managed to persuade their government that it was high time their locality had its own school for the deaf. The idea caught on and construction of this school was started before World War II. It was destined to be the best school for the deaf in Canada. Construction costs were to run into millions. But, like all good stories, it had to come to an end and the school started hitting political snags. During the war, construction was stopped and the school was shut down entirely. This prompted Dave to conclude dryly: "It's the only school for the deaf I ever heard of that was a war casualty!"

Then there's our 84-year-old grandmother, who rubbed her aching arthritic hip, shook her head sadly and said: "I must be getting old."

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Dr. Gallaudet's Romance

Taken from Mr. Hodgson's book of facts, anecdotes and poetry of and by the deaf. Printed in 1891:

No truer and nobler philanthropist or more honest and zealous worker for the cause of suffering humanity has ever lived than the late Dr. (Thomas Hopkins) Gallaudet. He was the pioneer in this country in the establishment of a systematic language for the deaf and dumb, and to him should be awarded the grateful praises due.

The tribute to his memory of a bronze statue of himself, erected at Washington, by the National Association of the Deaf, in June 1889, must give great happiness and satisfaction to the numberless deaf-mutes who have been, either directly or indirectly, assisted by his far-seeing and far-reaching benevolence. It is well-known fact among the comparatively few interested, that his wife, (Sophia Fowler) was the first educated deaf-mute in the United States. A touching romance is connected with their early life.

Many years ago, the young philanthropist chanced to meet a lovely girl just budding into womanhood, as good and true and unselfish in all her nature as she was beautiful and attractive in person. An atmosphere of sadness and reserve surrounded her, for, alas! she could neither speak nor hear. Only her dark

eyes were eloquent with unuttered language, and her hands with gestures, original, ingenious and unmistakable. The sad, pathetic look on her sweet young face, and her modest, shrinking mien, which seemed to tell the story of her misfortune, appealed in the most powerful way to the generous nature and the tenderest sensibilities of the young man, and he fell deeply in love with her. Spoken words surely were not needed to tell this mute young girl the nature of her lover's feelings toward her, for love has a language and symbols of its own. But, in return, she loved him too well to sacrifice him, and still considered the objection of her infirmity to be an insuperable one. So, without hope of any change in herself, she shook her head, mournfully but decidedly, when he repeatedly urged the gift of her hand in marriage.

Thus baffled in the most ardent longings of his heart, Dr. Gallaudet, with high resolve, soon set sail for Europe, and while there had himself thoroughly educated in all the mysteries of the sign-language. On his return home, he quickly sought out the now happy and ambitious girl, and began systematically to teach her the alphabet, how to speak and read and write, and the established signs as well. She was an apt scholar, and rapidly mastered the novel perplexities of this new system of education. Her heart was filled with love, devotion and gratitude, toward the persistent lov-

er, who, notwithstanding her infirmity, had chosen her before all the world, and would no longer be denied. She finally consented to be his wife, and before long they were married.

Mrs. Gallaudet long survived her husband, and until her death . . . was a most genial, interesting and lovable old lady, always ready to converse in her peculiarly graceful and winning manner, and making herself well understood to even the most obtuse.

The mantle of the father has fallen upon his two sons—the present Rev. Dr. Gallaudet, who is head of the church work for the deaf in the United States, and Edward M. Gallaudet, Ph. D., president of the National Deaf-Mute College at Washington, both of whom, with their noble inheritance of love for their fellows, have never faltered in the difficult path so long trod by their illustrious parent.—New York Sun

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 Room 204-206
 538 South Wabash Ave., Chicago, Ill. 60605
 Open Friday and Saturday evenings

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 c/o Adolph Herzog, secretary
 Home address:
 707 W. Brentwood, Detroit, Mich. 48203
 (Until club has new building)

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 and Sun. afternoons and evenings
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 2242 East 70th Terrace
 Kansas City, Mo. 64132

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 Richard Myers, secretary
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 Mrs. Barbara Banks, secretary
 P. O. Box 302 Olathe, Kansas

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 719 W. Pierce St.
 Phoenix, Arizona 85007

When in Pittsburgh, welcome to—
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 Open Fri. night, Sat. afternoon & night, Sun. afternoon & night.
 Paul B. Gum, Jr., secretary

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 Open Saturdays - Visitors Welcome
 For information, write:
 Secretary (at the above address)

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 Vera Langford, secy.
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 Fraternal meetings 1st Sat. of each month
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 New York, N. Y. 10019
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 Pauline Conwell, secretary
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 Wichita, Kansas 67203